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ABSTRACT

The Chapel Hill Training-Outreach Project, which provides direct services to handicapped kindergarten children and their families at replication classrooms, is outlined in terms of activities, methods, and outcomes. In addition, assessment measures and newsletter issues are presented. Information is presented on the following program activities: identifying outreach sites and establishing 17 replication classrooms based on the Chapel Hill Model; providing on-site technical assistance; providing direct services to children and their families; providing demonstration sites for other professionals; and collaborating with the Kentucky Handicapped Children Early Education Program. Services, including screening and classroom remediation, and numbers of clients involved at incentive grant sites in Kentucky and North Carolina are indicated, along with outcome data on training areas (i.e., instructional methodology, curriculum, behavior management, and family involvement. Appended materials include: information on community workshop assessments; various evaluation forms; a list of slide/tape program sets; a list of recruitment materials; a learning accomplishment profile for the individual education program; and four 1982 "Outreach" newsletter issues. (SEW)

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FINAL REPORT
FOR
HCEEP OUTREACH GRANT
OF
THE CHAPEL HILL TRAINING-OUTREACH PROJECT

July 1, 1981 - June 30, 1982
GRANT NO. G008100792

Submitted - September 1982

EC 151601

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
1.1 Review criteria and publish	1. Criteria for selection as a KIK site are outlined in the REP disseminated by the Kentucky State Department of Education. The local school districts criteria were as follows: a. Agree to assess all children in the regular kindergarten program using the short screen version of the LAP-Diagnostic Edition (LAP-D). b. Agree to further assess "at risk" children with the full LAP-D, and upon finding evidence the child should be referred to a SBARC for full scale multi-disciplinary evaluation and review. c. Agree to establish an exceptional child unit for handicapped kindergarten children which conforms to all Kentucky Department of Education standards. d. Commit to the implementation of the Chapel Hill Outreach Project model as the curriculum for the KIK model classroom. e. Commit to supplying all data needed by Chapel Hill Outreach Project (CHOP) and BEEC to validate the model and satisfy the Bureau of Education for the Handicapped requirements as described in the Preschool Incentive Grant Proposal "Evaluation." f. Commit to allowing on site family involvement component to be conducted by CHOP staff as part of the KIK model classroom impact. g. Prepare a budget statement which will adequately reflect use of award (as specified in application).

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
1.2 Invite eligible sites to participate	The award of the $10,000 which was made to each of the 6 model classrooms was used to: h. Employ personnel (other than KIK model classroom teacher) to assist in implementing the innovative aspect(s) of project. i. Pay expenses associated with training sessions to be held in Louisville and Bardstown.
1.3. Review applications	j. Provide additional needs which are specific to implementation of KIK model classroom. k. Provide additional teaching supplies. l. Provide "other" needs as deemed appropriate by local school district and which are approved by Bureau of Education for Exceptional Children (BEEC) as an allowable cost.
1.4 Select incentive grant sites in Kentucky and North Carolina for replication of the Chapel Hill Model	1.4 Site service delivery descriptions and children served are as follows:

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
	Anderson County Lawrenceburg

Anderson County
Lawrenceburg

1 Number of KIK classrooms

5 Number of handicapped children served

Model of services (please check)

___ self-contained
X resource
___ mainstream
___ other (specify)

Type of children served (please check)

X severely handicapped
___ mildly/moderately handicapped

$ 10,000 Amount of grant

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
	Butler County Morgantown
	4 Number of KIK classrooms
	9 Number of handicapped children served
	Model of services (please check)
	X self-contained
	___ resource
	___ mainstream
	___ other (specify)
	Type of children served (please check)
	___ severely handicapped
	X mildly/moderately handicapped
	$ 10,000 Amount of grant

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
	Calloway County Murray 3 Number of KIK classrooms 11 Number of handicapped children served Model of services (please check) X self-contained ___ resource ___ mainstream ___ other (specify) Type of children served (please check) ___ severely handicapped X mildly/moderately handicapped $ 10,000 Amount of grant

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
	Hardin County Elizabethtown

1 **Number of KIK classrooms**

16 **Number of handicapped children served**

Model of services (please check)

_____ **self-contained**

_____ **resource**

_____ **mainstream**

X **other (specify)**
(all of the above together)

Type of children served (please check)

_____ **severely handicapped**

mixed **mildly/moderately handicapped**

$ 10,000 **Amount of grant**

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME

Hopkins County
Madisonville

/1 Number of KIK classrooms

14 Number of handicapped children served

Model of services (please check)

X self-contained

____ resource

____ mainstream

____ other (specify)

Type of children served (please check)

X severely handicapped

____ mildly/moderately handicapped

$ 10,000 Amount of grant

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
	Montgomery County Mt. Sterling

2 Number of KIK classrooms

9 Number of handicapped children served

Model of services (please check)

____ self-contained

____ resource

X mainstream

____ other (specify)

Type of children served (please check)

X severely handicapped

____ mildly/moderately handicapped

$ 10,000 Amount of grant

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
	Winston-Salem/Forsyth County Schools Latham Elementary School 3 Kindergarten Classrooms Konnoak Elementary School 2 Kindergarten Classrooms 1 EMH Classroom Forest Park Elementary School 3 Kindergarten Classrooms Union Cross Elementary School 4 Kindergarten Classrooms Oak Summit Elementary School 3 Kindergarten Classrooms Services for these classrooms were financed by Winston-Salem/Forsyth School System. The average number of children in these classes was 26 and about 30% of the children were delayed.

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME
1.5 Conduct negotiations with new KIK sites for workshop training series	1.5 The following schedule was organized for each new KIK site. The topics for the site workshop and classroom consultation were concentrated in four areas: (1) Methodology, (2) Curriculum, (3) Behavior Management, (4) Family Involvement. The three day visits included a community workshop, on site technical assistance and parent meetings for replication site and other interested parents.

On Site Training Schedule for Six New KIK Sites

Anderson County, Lawrenceburg, KY

Sep. 15-16	Behavior Modification, Gary Mesibov
Oct. 20-21	Curriculum, Julia Williams
Nov. 17-18	Parent Involvement, Dorothy Cansler
Apr. 27-28	Methodology, Anne Sanford

Butler County, Morgantown, KY

Aug. 25-26	Behavior Modification, Sam Thios
Sep. 29-30	Methodology, Anne Sanford
Dec. 1-2	Parent Involvement, Dorothy Cansler
Apr. 2-3	Curriculum, Julia Williams

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based on the Chapel Hill Model

PROCEDURE	OUTCOME

Calloway County, Murray, KY

Oct. 6-7	Behavior Modification, Sam Thios
Nov. 16-17	Curriculum, Julia Williams
Mar. 9-10	Methodology, Anne Sanford
Jan. 12-13	Parent Involvement, Dorothy Cansler (canceled)

Hardin County, Elizabethtown, KY

Sep. 22-23	Parent Involvement, Dorothy Cansler
Nov. 17-18	Behavior Modification, Gary Mesibov
Jan. 26-27	Methodology, Anne Sanford
Mar. 23-24	Curriculum, Julia Williams

Hopkins County, Madisonville, KY

Sep. 22-23	Curriculum, Julia Williams
Oct. 27-28	Parent Involvement, Dorothy Cansler
Feb. 9-10	Methodology, Anne Sanford
Mar. 23-23	Behavior Modification, Gray Mesibov

Montgomery County, Mt. Sterling, KY

Oct. 13-14	Parent Involvement, Dorothy Cansler
Nov. 17-18	Methodology, Anne Sanford
Feb. 16-17	Curriculum, Julia Williams
Apr. 6-7	Behavior Modification, Sam Thios

FINAL REPORT

COMPONENT 1.0 Identify Outreach Sites

OBJECTIVE 1.A To establish 17 replication classrooms based ontthe Chapel Hill Model

PROCEDURE	OUTCOME
1.6 Develop final contract to meet program requirements	
a) Identification of potential target group availability	a) Area agency mailing lists were compiled for mailouts announcing scheduled workshops. This procedure was to foster interagency collaboration when possible.
b) Appropriate administrative support	b) Individual meetings were held with the contact person, the administrator of exceptional children and the superintendent to explain the goals of the KIK project and the evaluation process and data keeping system.

FINAL REPORT

COMPONENT 2.0 Provide on site technical assistance

OBJECTIVE 2.A To prepare demonstration classroom teachers to use the Chapel Hill Model

PROCEDURE	OUTCOME
2.1 Conduct pre-service training sessions for the new sites	2.1 This original procedure was altered to a 4-day Institute for all new sites held in Louisville, KY. This was to expedite initial training and to allow for interaction among the sites. The following is a list of the participants at this institute which was on July 28-31, 1981. (see appendix 2.0 for agenda) Anderson County - Lawrenceburg Shirley Duff-Director (KIK) Terry Squires-Teacher Iris Webb-Assistant Teacher Connie Crask Baker-Teacher Carolyn Jasper-Assistant Teacher Gayle Bradbury-Teacher Kathy Birdwhistell-Teacher David Lee Melloan-Principal Butler County - Morgantown Yvonne Langford-Director (KIK) Patty D. Vaughn-Supervisor Donna Denney-Teacher

FINAL REPORT

COMPONENT 2.0 Provide on site technical assistance

OBJECTIVE 2.A To prepare demonstration classroom teachers to use the Chapel Hill Model

PROCEDURE	OUTCOME
	Calloway County - Murray Jerri Millican-Coordinator PEEEC Outreach Vanda Jean Gibson-Teacher Betty Gore-Teacher Diana Bech Jones-Teacher Vicki Stayton-Teacher Ray L. Dunn-Principal Hardin County - Elizabethtown Mary Ann Buesco-Director (KIK) Joy Carroll Miller-Supervisor Linda C. Gerow-Teacher Kathy Schaffrick-Teacher Martha Hannifan-Psychometrist Hopkins County - Madisonville Judy Warner-Assistant Teacher Theresa Melton-Assistant Teacher Betty Watson-Assistant Teacher Jane R. Martin-Teacher Henrietta Buffington-Principal

FINAL REPORT

COMPONENT 2.0 Provide on site technical assistance

OBJECTIVE 2.A To prepare demonstration classroom teachers to use the Chapel Hill Model

PROCEDURE	OUTCOME
	Montgomery County - Mt. Sterling Janet Spencer-Director (KIK) Doris Tyree-Social Worker Peggy Spradlin-Psychometrist Marjorie Catron Harold L. Wilson-Teacher Ashland James F. Burchwell-Teacher Simpson Mary K. Hendircks-Teacher Head Start Geneva Price Bertha T. Karr Peggy J. Moran Trajuana Simmins Alma Oliver Mildred L. Greer Linda Barker Jim Mudd

FINAL REPORT

COMPONENT 2.0 Provide on site technical assistance

OBJECTIVE 2.A To prepare demonstration classroom teachers to use the Chapel Hill Model

PROCEDURE	OUTCOME
	BEEC Betty Bright-Director Jon R.J. Dunn-Director-Curriculum Design Margorie Allen-DHR-Coordinator Children's Services Maureen C. Hall-Consultant Beverly Bieniek-TMH/SPH Consultant Chapel Hill Training-Outreach Project Anne R. Sanford-Director Dorothy Cansler-Family Coordinator Julia Williams-Consultant Gary Mesibov-Consultant Sam Thios-Consultant Sally Foushee-Secretary

FINAL REPORT

COMPONENT 2.0 Provide on site technical assistance

OBJECTIVE 2.A To prepare demonstration classroom teachers to use the Chapel Hill Model

PROCEDURE	OUTCOME
2.2 (See schedule: Objective 1.5)	2.2 Two days were spent on site for each content area. The first day was spent in on site technical assistance and consultation. The second day was a full day community workshop.

FINAL REPORT

COMPONENT 2.0 Provide on site technical assistance

OBJECTIVE 2.A To prepare demonstration classroom teachers to use the Chapel Hill Model

PROCEDURE	OUTCOME
2.3 On site classroom monitoring and technical assistance	2.3 On site monitering and technical assistance was implemented at the six sites. Self on going assessment of model was utilized. (See appendix 2.0)

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COMPONENT 3.0 Provide direct services to children and their families

OBJECTIVE 3.A To increase the deficit skills of children in six developmental areas (gross motor, fine motor, language, cognitive, social, and self-help skills)

PROCEDURE	OUTCOME
3.1 Conduct initial assessment	3.1 Initial assessment or pre-tests were conducted at the beginning of the program. The McCarthy Scale of Children's Abilities (or other standardized test) and the LAP-D were administered to measure pre-post gains on both a norm-referenced and a criterion referenced developmental scale. 1) Twenty per-cent of the children screened were identified as "at-risk" at model sites. At risk is defined as 1 S.D. below the mean (based on 1978-1979 KIK I Study) on 3 subtests of LAP-D or by the state of Kentucky special services eligibility requirements. 2) The pre-test was administered in October. The LAP-D pre-test was administered by September in most sites.
3.2 Develop IEP	3.2 Each child's IEP was developed with the use of the assessment information from the LAP-D.
3.3 Develop and implement curriculum	3.3 The replication sites personnel were given 6 hours of training in the "Correlated Day Curriculum" in July, which is the basis of the Planning Guide to the Preschool Curriculum. Six more hours of curriuclum training were presented on-site to the agency workshop. This workshop included people from community agencies as well as additional local school personnel.
3.4 Monitor service delivery system	3.4 Self-assessment forms were completed with consultants at each site four times during the year. These assessments monitored the implementation of curriculum.
3.5 Reassess to determine child progress	3.5 LAP-D assessments and a standardized test were administered in May-June to all children identified as "high-risk."

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
3.1 Conduct training on family involvement for agency personnel and families	3.1 Statewide training conducted in Louisville (see schedule 2.1) On site training for Parental Involvement in five sites (see schedule 2.2)

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child 's education among those families served in replication sites.

PROCEDURE	OUTCOME
3. 2 Conduct four family meetings at each replication site	3.2 The following parent meetings were conducted in Kentucky sites: Anderson County, Lawrenceburg, KY September 15, 1981 Subject: "Managing Your Child's Behavior" by Gary Mesibov Attending: 75 October 20, 1981 Subject: "Your Child's Learning at School and Home" by Julia Williams Attending: 43 November 17, 1981 Subject: "Helping Your Child in Kindergarten" by Dot Cansler Attending: 20 April 27, 1982 Subject: "Promoting Success Through Appropriate Expectations" by Anne Sanford Attending: 46

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
	Butler County, Morgantown, KY August 25, 1981 Subject: "Managing Your Child's Behavior" by Sam Thios Attending: 37 September 29, 1981 Subject: "Promoting Success Through Appropriate Expectations" by Anne Sanford Attending: 30 December 1, 1981 Subject: "Helping Your Child in Kindergarten" by Dot Cansler Attending: 28 April 2, 1982 Subject: "Your Child's Learning at School and Home" by Julia Williams Attending: 30

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
	Calloway County, Murray KY October 6, 1981 Subject: "Managing Your Child's Behavior" by Sam Thios Attending: 20 November 16, 1981 Subject: "Your Child's Learning at School and Home" by Julia Williams Attending: 21 March 9, 1982 Subject: "Promoting Success Through Appropriate Expectations" by Anne Sanford Attending: 14

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
	Hardin County, Elizabethtown, KY September 22, 1981 Subject: "Helping Your Child in Kindergarten" by Dot Cansler Attending: 26 November 17, 1981 Subject: "Managing Your Child's Behavior" by Gary Mesibov Attending: 24 January26, 1982 Subject: "Promoting Success Through Appropriate Expectations" by Anne Sanford Attending: 28 March 23, 1982 Subject: "Your Child's Learning at School and Home" by Julia Williams Attending: 25

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
	Hopkins County, Madisonville, KY September 22, 1981 Subject: "Your Child's Learning at School and Home" by Julia Williams Attending: 20 October 26, 1981 Subject: "Helping Your Child in Kindergarten" by Dot Cansler Attending: 12 February 9, 1982 Subject: "Promoting Success Through Appropriate Expectations" by Anne Sanford Attending: 31 March 23, 1982 Subject: "Managing Your Child's Behavior" by Gray Mesibov Attending: 13

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
	Montgomery County, Mt. Sterling October 13, 1981 Subject: "Helping Your Child in Kindergarten" by Dot Cansler Attending: 35 November 17, 1981 Subject: "Your Child's Learning at School and Home" by Julia Williams Attending: 32 February 16, 1982 Subject: "Promoting Success Through Appropriate Expectations" by Anne Sanford Attending: 28 April 6, 1982 Subject: "Managing Your Child's Behavior" by Sam Thios Attending: 5

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
3.3 Conduct needs assessment for additional support to agencies in implementing the family involvement component	3.3 A needs assessment was conducted by the Chapel Hill Training-Outreach Project Family Coordinator at each site.

FINAL REPORT

COMPONENT 3.0 Provide direct services to children and their families.

OBJECTIVE 3.B To increase family participation in child's education among those families served in replication sites.

PROCEDURE	OUTCOME
3.4	3.4 A first student from the School of Social Work was placed with the Chapel Hill Intervention Program for two days per week to provide support services to and liason with families of the children enrolled in that class. The student was supervised by Dorothy Cansler, Family Coordinator. The following supervisory and services to families were provided: 1. Student Supervision — 42 hours 2. Services to Families: Parent Group Meetings — 6 hours Home Visits — 11 hours Client Conferences — 25 hours Conferences on Behalf of Clients — 29 hours Telephone Calls to or on Behalf of Clients — 160 hours (See appendix 3.0 for sample of Chip Chirps)

FINAL REPORT

COMPONENT 4.0 To provide demonstration site for other professionals

OBJECTIVE 4.A To make other professionals aware of the Chapel Hill Model, its utility and outcomes

PROCEDURE

4.1 Conduct one day training session on each of the following topics:

1) Behavior Management
2) Curriculum Development
3) Error Free Learning Procedure/Methodology
4) Involvement of Families

(See appendix 4.0 for agendas)

OUTCOME

4.1 The following is a breakdown per site of the agency workshops demonstrating the number of participants and the number of agencies represented and their primary service delivery group.

Anderson County - Lawrenceburg

Training Hours 24
Total Number of Participants 50
Participants According to Agencies Represented

(a) Head Start	12
(b) Public School	6
(c) Other	32

Butler County - Morgantown

Training Hours 24
Total Number of participants 113
Participants According to Agencies Represented

(a) Head Start	61
(b) Public School	46
(c) Other	6

FINAL REPORT

COMPONENT 4.0 To provide demonstration site for other professionals

OBJECTIVE 4.A To make other professionals aware of the Chapel Hill Model, its utility and outcomes

PROCEDURE	OUTCOME

Calloway County - Murray

Training Hours 18
Total Number of Participants 62
Participants According to Agencies Represented

(a) Head Start	13
(b) Public School	34
(c) Other	15

Hardin County - Elizabethtown

Training Hours 24
Total Number of Participants 96
Participants According to Agencies Represented

(a) Head Start	15
(b) Public School	45
(c) Other	36

Hopkins County - Madisonville

Training Hours 24
Total Number of Participants 56
Participants According to Agencies Represented

(a) Head Start	4
(b) Public School	22
(c) Other	30

FINAL REPORT

COMPONENT 4.0 To provide demonstration site for other professionals

OBJECTIVE 4.A To make other professionals aware of the Chapel Hill Model , its utility and outcomes

PROCEDURE	OUTCOME
	Montgomery County - Mt. Sterling Training Hours 24 Total Number of Participants 137 Participants According to Agencies Represented (a) Head Start 50 (b) Public School 76 (c) Other 11

FINAL REPORT

COMPONENT 4.0 To provide demonstration site for other professionals

OBJECTIVE 4.A To make other professionals aware of the Chapel Hill Model, its utility and outcome

PROCEDURE	OUTCOME
4.2 Provide follow-up workshops at each site for each of these modules: 1) Behavior Management 2) Curriculum Development 3) Error Free Learning Procedure/ Methodology 4) Involvement of Families	4.2 (See 1.5)

FINAL REPORT

COMPONENT 5.0 Provide follow-up technical assistance services to second year sites

OBJECTIVE 5.A To strengthen the integrity of the replication of the Chapel Hill Model in the sites which are in their second year of services

PROCEDURE	OUTCOME
5.1 Conduct needs assessments from second year incentive grant programs	5.1 Needs assessments for follow up services were sent to five second year sites. (See appendix 5.0)
5.2 Provide a minimum of one day on site technical assistance to each second year Kentucky incentive grant replication of the Chapel Hill Model	5.2 A total of three days of consultation were provided. The following sites were visited and one day consultation given each site. Taylorsville, KY November 19, 1981 Consultation area: Parent Involvement - Dorothy Cansler McKee, KY - October 15, 1981 Consultation Area: Parent Involvement - Dorothy Cansler Franklin, KY - March 22, 1982 Consultation Area: Curriculum - Julia Williams Morganfield, KY January 14, 1982 Consultation Area: Siblings - Dorothy Cansler * This workshop was scheduled but cancelled by the local people due to a conflict in their schedule.

COMPONENT 6.0 Collaborate with Kentucky HCEEP Programs and other agencies

OBJECTIVE 6.A To collaborate with existing HCEEP Projects and other agencies to maximize training and technical assistance efforts

PROCEDURE	OUTCOME
6.1 Cooperate in establishing schedule for on site training and technical assistance to each incentive grant site	6.1 A proposed schedule for on-site training was submitted in July to the Kentucky BEEC, HCEEP Projects, Mental Health Representatives, Head Start Training Office, and KIK Replication Site Personnel for approval and modification.

FINAL REPORT

COMPONENT 6.0 Collaborate with Kentucky HCEEP Programs and other agencies

OBJECTIVE 6.A To collaborate with existing HCEEP Projects and other agencies to maximize training and technical assistance efforts

PROCEDURE	OUTCOME
6.2 Provide training on Chapel Hill Model to the ten target agencies which are participating in the Brescia College modification of LAP-D for the hearing impaired.	6.2 This objective was eliminated due to discontinuation of funding to the Brescia Colllege Project.

FINAL REPORT

COMPONENT 6.0 Collaborate with Kentucky HCEEP Programs and other agencies

OBJECTIVE 6.A To collaborate with existing HCEEP Projects and other agencies to maximize training and technical assistance efforts

PROCEDURE	OUTCOME
63 Cooperate in planning with HCEEP Projects and the Kentucky State BEEC for the development and implementation for 2 conferences of the incentive grant projects and the annual statewide meeting of the BEEC	6.3 The Chapel Hill Staff assisted in the development and implementation of the Bardstown KIK Conference in November, 1981 and for the Fall BEEC Conference in Louisville in October, 1981. The BEEC decided not to conduct a spring conference.

FINAL REPORT

COMPONENT 6.0 Collaborate with Kentucky HCEEP Programs and other agencies

OBJECTIVE 6.A To collaborate with existing HCEEP Projects and other agencies to maximize training and technical assistance efforts

PROCEDURE	OUTCOME
6.4 Cooperate with the Northern Kentucky Education Cooperative to train paraprofessionals for services to the handicapped in public school programs.	6.4 This objective was eliminated due to a decrease in the proposed 1981-82 budget.

FINAL REPORT

COMPONENT 7.0 Evaluate Project

OBJECTIVE

PROCEDURE	OUTCOME
	See appendix 7.0 for a report to be submitted to the Joint Dissemination Review Panel.

At the conclusion of each community workshop, participants were asked to assess the value of the training session. Specifically using the categories (1) poor, (2) fair, (3) average, (4) good, and (5) excellent, they rated the following:

- presenters knowledge of content
- organization of the training session
- value of materials disseminated
- use of media
- overall value of the training.

On a scale with 1 meaning poor and 5 meaning excellent, the average rating at the six sites for the overall value of the workshops were:

Behavior Management:	4.6
Curriculum:	4.9
Methodology:	4.8
Parent Involvement:	4.5

(See attached for detailed analysis.)

Of the 394 evaluation forms completed, 331 or 84% added their comments about what they liked best about the training session and what they felt could be improved. In reviewing these comments, one is impressed by the enthusiasm and the motivation for good teaching that these workshop leaders encourage. The participants respond to the philosophy and dedication of Ann Sanford, the inspiring humor of Julia Williams, the respect for the audience shown by Dot Cansler, and the humane practicality of Gary Mesibov and Sam Thios. With people enjoying the workshops so much, the primary hopes were for more time, more teachers, aides, principals, and parents in the audiences, and more examples.

The content of the workshops is often familiar, but it bears repeating. As one teacher remarked, "It made me remember some of the basic things I knew about children but have sometimes forgotten."

Tables showing mean ratings for workshops on Behavior Management, Curriculum, Methodology, and Parent Involvement at each of six sites. Starred categories (*) indicate those for which the median rating was "excellent."

SITE 1: Murray, Calloway County

	Behavior Management	Curriculum	Methodology	Parent Involvement
Knowledge	5.0*	Not Available	4.9*	Not Held
Organization	4.75*		4.4	
Value of Materials	4.7*		4.6*	
Use of Media	4.7*		4.5*	
Overall Value	4.8*		4.5*	
Number of Evaluations	12		29	
Number of Comments	10		21	

SITE 2: Madisonville, Hopkins County

	Behavior Management	Curriculum	Methodology	Parent Involvement
Knowledge	4.8*	4.9*	5.0*	4.8*
Organization	4.7*	4.5	4.3*	4.8*
Value of Materials	4.6*	4.8*	4.9*	4.9*
Use of Media	4.6*	4.6*	4.7*	- -
Overall Value	4.6*	4.9*	4.8*	4.6*
Number of Evaluations	17	14	16	9
Number of Comments	11	14	14	8

SITE 3: Morgantown, Butler County

	Behavior Management	Curriculum	Methodology	Parent Involvement
Knowledge	4.7*	4.96*	4.96*	4.6*
Organization	4.5	5*	4.8*	4.2
Value of Materials	4.6	5*	4.9*	4.2
Use of Media	4.3	4.9*	4.5*	- -
Overall Value	4.5	5*	4.9*	4.4
Number of Evaluations	27	20	21	18
Number of Comments	25	20	18	18

SITE 4: Elizabethtown, Hardin County

	Behavior Management	Curriculum	Methodology	Parent Involvement
Knowledge	4.9*	5*	5*	4.9*
Organization	4.7*	5.8*	4.6*	4.6*
Value of Materials	4.5*	4.9*	4.9*	4.4*
Use of Media	4.5*	4.6*	4.4*	- -
Overall Value	4.6*	5*	4.9*	4.2
Number of Evaluations	23	25	8	30
Number of Comments	17	19	7	23

SITE 5: Lawrenceburg, Anderson County

	Behavior Management	Curriculum	Methodology	Parent Involvement
Knowledge	4.8*	5.0*	5*	4.7*
Organization	4.4	4.5*	4.8*	4.5
Value of Materials	4.8*	4.7*	4.6*	4.3
Use of Media	4.8*	4.5	4.7*	- -
Overall Value	4.6*	4.7*	4.7*	4.5*
Number of Evaluations	5	13	13	15
Number of Comments	4	13	13	13

SITE 6: Mt. Sterling, Montgomery County

	Behavior Management	Curriculum	Methodology	Parent Involvement
Knowledge	4.7*		4.8*	4.95*
Organization	4.4*	Not Available	4.7*	4.6*
Value of Materials	4.4*		4.8*	4.5*
Use of Media	4.4*		4.5*	- -
Overall Value	4.5*		4.9*	4.7*
Number of Evaluations	27		31	21
Number of Comments	18		29	14

Summary of Comments Presented at Community Workshops

Behavior Management: Gary Meisibov, Sam Thios
(Evaluations from 6 sites)

Strengths

20	Presenter
10	Handouts and materials
15	Information shared in reinforcement strategies
21	Practicality, relevance
8	Films
7	Consideration for participants' ideas and questions
3	Focus on antecedants

Suggestions

5	More time
3	More classroom examples of reinforcers
1	More on data collection
2	More training
4	More discussion and specific problem solving
3	Some repetition in material
1	More short breaks
1	Shorter
1	Speaker is clearer than film
1	Slides could have been applied to children
1	Either more with preparation problems for film or box of Kleenex
1	More people
7	Better location (parking, quieter, softer seats)

Curriculum: Julia Williams
(Evaluations from 4 sites)

Strengths

37	Presenter
6	Practicality
8	Stories and examples
3	Slides/film
13	Ideas/philosophy toward children
13	Materials and handouts
2	Sequences of activities
1	Participant involvement

Suggestions

8	More time
4	Ideas for adapting to other populations of children (lower functioning, multihandicapped, gifted)
1	Follow-up on group activities
1	Review of slides in small groups
1	Additional resources, readings
3	More hands-on work with applications
3	More school principals, teachers, aides
1	Better weather

Methodology: Ann Sanford
(Evaluations from 6 sites)

Strengths

44	Presenter
26	Dolls and other materials
6	Practicality
3	Getting to know you
6	Assessment and LAP-D
5	A/V
12	Information, ideas
8	Task analysis
1	Examples
5	Atmosphere, group interaction

Suggestions

9	More time, last longer
4	More participant input, materials
1	Some repetition
1	More timely communicatio -of dates/places of future training
1	Slides--more in depth re: assessments
1	Demonstration with a child
1	More people
1	More ideas on multi-sensory approach to teaching concepts
4	Location improvements (chairs, larger room)
1	Release time to be able to attend all day
1	Agenda in advance

Parent Involvement: Dot Cansler
(Evaluations from 5 sites)

Strengths

20	Presenter
4	Practicality
6	Family sculptuer/dynamics exercises
17	Group participation/interaction
2	How to understand parents' feelings
7	Materials, handouts
19	Ideas/information and family model
12	Role playing

"As a parent it's nice to know there are people being trained to help us understand our feelings."

Suggestions

1	Less "animal impressions" activity
13	More time
3	Location concerns (tables, cooler, coffee)
2	More parents and teaching staff present
1	Discussion of home activity sheets
1	Less theory, more concrete
3	Materials missing at one site
3	Present during in-service day or other time for more teachers to attend

FINAL REPORT

COMPONENT 7.0 Evaluate Project

PROCEDURE

OUTCOME

One way to study the impact of the Chapel Hill Outreach Training Project and its work in Kentucky is to find out who is being trained at the community workshops, and then see if and how these people and their agencies benefit.

An intensive study of the 529 registrations at the 23 workshops revealed:

- the registrations represent training of 419 different people
- 75% of people trained attend one workshop (25% attended more than one)
- when people are divided into job categories [administrative (principals, directors, supervisors), teachers, assistant teachers and aides, and other] there is no statistically significant difference in their likelihood of attending more than one workshop (see attached)
- the same pattern of repeated attendance occurred at all 6 sites (see attached)
- registrations at the four types of workshops were evenly divided (see attached)
- in-classroom personnel (teachers-38%, assistant teachers-13%) form the majority of benefactors of the workshop
- the "other" category of people attending workshops was idiosyncratic to sites; some uncommon but appropriate job titles included special education bus driver, probation officer of juvenile court, girl scout council leader, high school teacher of child care course
- representatives of at least 37 school systems (some gave school name rather than district; 20% of the 181 Kentucky school districts) attended. This is consistent with the state's attempt to have workshops accessible to about 25% of the state's school systems.
- representatives of 19 Headstart programs attended
- the following agencies represented 10% or more of the registrations at a particular site and together represent 61% of the total 519 registrations
  - -Calloway County School System
  - -Ft. Camp[illegible] Dependent Schools

FINAL REPORT

COMPONENT 7.0 Evaluate Project

PROCEDURE	OUTCOME
	-Western Kentucky Easter Seal Center -Hopkins County Schools -Pennyroyal Mental Health/Mental Retardation Center -Butler County Schools -Southern Kentucky Headstart -Hardin County Schools -Central Kentucky Headstart -Gold Vault Academy Preschool -Barren River Mental Health/Mental Retardation Board -Blue Grass Area Headstart -Kentucky Department for Human Resources -Montgomery County Schools -Licking Valley Headstart -Gateway Headstart

Attendance at "one" or "2 or more" workshops by job (Administrator, Teacher, Assistant Teacher or other) and by site

		Job			
	Administrator	Teacher	Asst. Teacher	Other	
1	34	118	44	117	313 (75%)
2 or more	11	41	9	44	106 (25%)
% of total people trained	11%	38%	13%	38%	419

X^2 not significant

			Site				
	1	2	3	4	5	6	
1	43	37	53	63	39	78	313
2 or more	14	12	20	17	9	33	106
% of total	14%	12%	17%	19%	11%	26%	

X^2 not significant

Number of Registrants at Each Type Workshop at Each Site

			Site				
	1	2	3	4	5	6	
Behavior Management	17	16	31	23	5	39	131 (25%)
Curriculum	26	14	33	20	14	27	134 (25%)
Methodology	29	15	21	11	14	49	139 (26%)
Parent Involvement	--	11	22	41	17	34	125 (24%)
	72	56	107	95	50	149	529

FINAL REPORT

COMPONENT 7.0 Evaluate Project

PROCEDURE	OUTCOME

Twenty follow-up telephone interviews (see attached schedule) held with representatives of the agencies denoted with a (-) plus someone from the Kentucky Girl Scout Council and Berea Headstart. An effort was made to match the overall job categories and workshop attendance to that of the total group. Two of these interviews were intentionally selected. The high school teacher of a child care class said she learned about the workshops from the person in charge of the vocational department in her school. Her students all attended at least one workshop. They all work with day care centers, preschools, Headstarts or kindergarten classes as assistants. The girl scout administrators were appreciative of the timely information in their expanding efforts with handicapped children in summer camps and troups.

From the follow-up interviews, one can conclude:

- notice about the workshops occurs from supervisors to staff
- workshop notice may be available for a particular workshop but not necessarily for all workshops
- timing of workshops unfortunately conflicts with teacher work time and not all are able to gain release time
- participants come with little previous expectations about the workshops
- content of the workshop builds on what is familiar to participants
- each participant spreads Chapel Hill information to an average of 15 other professionals
- 82% use training information in their work and 82% encourage others to attend
- 579 children received direct service from just this small sample of 5% of participants
- 1,466 children received indirect services from just seven of the agencies contacted
- administrative support has facilitated use of the materials
- the need for staff assistance, limited by funding, is an inhibitor of use of [illegible]erials.

Chapel Hill Outreach
FOLLOW-UP TELEPHONE INTERVIEWS WITH WORKSHOP ATTENDERS

Name__________________________________Phone__________Site #_________________

# Attended____________Agency____________________________Job___________________

1. How did you find out about the workshop(s)?

2. Were you able to attend as many as you wished? YES NO If no, why not?

3. Did you have specific expectations about the workshop(s) before you attended it/them? YES NO If yes, what were they?

4. Would you say that your expectations were NOT VERY WELL MET, SORT OF MET, OR WELL MET?

5. Was the information/material in the workshops FAMILIAR SOME OLD SOME NEW or NEW to you?

6. Did you share this information with other professionals? YES NO WHO? HOW MANY?

7. Did you encourage other people to attend? YES NO

8. Have you used the information in your work? YES NO If yes, give an example.

9. How many children were effected by you or your agency's use of this information?

10. What things (i.e., administrative/resources) have made it easy for you to use the materials/information?

11. What things have made it hard for you to use?

12 Has your agency been changed by your and others' participation in the training? YES NO If yes, how?

Chapel Hill Training Project
FOLLOW-UP TELEPHONE INTERVIEWS WITH WORKSHOP ATTENDERS

Summary of Responses from 19 out of 20 People
(one person merely "dropped in" on training session)

Name____________________Phone__________Site #_____# Attended_____

Agency____________________Job____________________

# of Sessions Attended	Job Administrator	Teacher	Asst. Teacher	Other	
1		5	1	7	13
2 or more	2	4		1	7
% of total	10	45	5	40	20

1. How did you find out about the workshop(s)?

3	KIK staff
6	My supervisor/boss
2	Federal Program Director
1	County school office
1	Principal
1	Direct from Chapel Hill
1	Colleague
3	Headstart Coordinator
1	Don't remember

2. Were you able to attend as many workshops as you wished?

7	Yes
8	No

Reasons why not more:

7	Didn't know about others
4	Held when working/job conflict
1	Other staff had turn to go
1	Principal decided
1	Travel problems

3. Did you have specific expectations about the workshop(s) before you attended it/them?

5	Yes
9	No

Expectations:

3	General information
2	Ann Sanford/Julia Williams as leaders
1	As in agenda
1	Expected to be boring!

4. Would you say that your expectations were not very well met, sort of met, or well met?

7 Well met
2 Sort of met
"I didn't expect much--materials were outstanding!"
"I got information on severely handicapped which I'm not currently using but may in future."

5. Was the information/material in the workshops familiar, some old, some new, or new to you?

6 Familiar
7 Some old, some new
4 New
Mentioned were:
New ideas and details
New re: handicapped
Reinforcement for what I'm doing

6. Did you share this information with other professionals?

18 Yes
1 No ("They attended with me.")
Shared with whom?
3 Supervisor/principal
3 Classroom teachers
4 Colleagues
1 Special project director
1 Infant stimulation project
1 Other mothers
1 Girl scout leaders
Specifically, how many different people?
9 respondents told 145 other professionals.

7. Did you encourage other people to attend?

14 Yes
3 No
2 Missing data
Encouraged:
Student teachers, high school students, parents, local leaders, kindergarten teachers.

8. Have you used the information in your work?

13 Yes
4 No (2 not appropriate to job, gave to others)
2 Missing data
Examples:
Kept notes
Incorporate ideas into general repertoire
Shared LAP results with parents
Found LAP in school
Parent conferencing

Motor coordination work
Language materials
LAP for screening
Shared with primary level teachers
Reviewed with new aides and volunteers

9. How many children were effected by you or your agency's use of this information?

Direct by you: 579 children (12 respondents)
Indirect by your agency: 1,466 (7 respondents)

10. What things (i.e., administrative/resources) have made it easy for you to use the materials/information?

Having a KIK aide
Headstart leadership supportive
Easy to attend those in travel range
Principal got substitute teachers for all K-1 teachers
Supportive local director/teacher
Chapel Hill staff exchanged follow-up letters with me
Materials themselves are clear and well-organized
Well timed for my needs

11. What things have made it hard for you to use?

Schedule workshops when more regular classroom teachers could attend (in-service days)
Need assistant for testing/individualization
Lack of funding/staff
Time to administer full LAP
Hard to keep a family support group functioning

12. Has you agency been changed by your or others' participation in the training?

15 Yes
1 No
1 Don't know
2 Missing data

Examples:
School superintendent more open
Changes in techniques and attitudes
Public more aware
All school personnel more aware of problems
Coordinated use of LAP between infant and preschool classes
Curriculum improved--teachers see reason behind activities
Hear a lot about Chapel Hill materials
Enthusiasm increased
Added to high school vocational training curriculum
Led to further workshop at school
Added to resource library
Supports new girl scout troups and day camp with handicapped children

FINAL REPORT

COMPONENT 8.0 Administer Project

OBJECTIVE 8.A To maintain an effective administration of project components

PROCEDURE	OUTCOME
8.1 Supervise staff	8.1 Individual and group meetings are scheduled
8.2 Prepare reports	8.2 Data for evaluators, BEH Final Report, N.C. State Incentive Grant Report information, financial reports were completed and prepared by Project Coordinator, Fiscal Officer, and Project Director.
8.3 Monitor fiscal affairs	8.3 Project Director and Fiscal Officer prepare and monitor budget.
8.4 Maintain liaison withother agencies	8.4 Outreach Newsletter is mailed quarterly to Regional Head Start programs (Region IV), North Carolina Developmental Day Care Network, and nationwide to State Departments of Public Instruction, First Chance Projects, and Mental Health/Mental Retardation agencies to whom the Chapel Hill Outreach Project has provided consultation and training. (See 4.0 for agencies participating in the on site workshops in Kentucky).
8.5 Supervise logistics of program and evaluation	8.5 Planning Meetings with Kentucky SEA staff and University of Virginia Evaluators were conducted on the following dates: July 28-31, 1981 in Louisville, Kentucky October 1981 in Louisville, Kentucky November 11-13 in Bardstown, Kentucky December 1981 in Washington, D.C.

FINAL REPORT

COMPONENT 8.0 Administer Project

OBJECTIVE 8.A To maintain an effective administration of project components

PROCEDURE	OUTCOME
.6 Conduct Advisory Board Meetings	8.6 On the following dates planning committee and Advisory Board meetings were conducted for Outreach Project replication activities: Louisville, Kentucky July 28-31, 1981 Bardstown, Kentucky November 11-13, 1981

FINAL REPORT

COMPONENT 9.0 Conduct dissemination acitvities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.1 Develop dissemination strategies	9.1 The Outreach Newsletter is mailed to 900 agencies throughout the U.S. and U.S. territories. Every issue features a different service or aspect of the Chapel Hill Outreach Project. (See appendix 9.0 for sample copies) In addition to the Outreach Newsletter, the Newsbreak is also published four times a year and sent to the Region IV network (this region includes North Caorlina, South Carolina, Georgia, Florida, Tennessee, Kentucky, Alabama, and Mississippi). 3000 copies were mailed to the targeted Region IV area and other areas throughout the United States. The Chapel Hill RAP operates a lending library for the Region IV Head Start network. Any book, film, instructional material from the Outreach library may be borrowed. A materials list of media available through Outreach is distributed at workshops, conferences, and by request. Many different slide shows, instructional materials, training materials, recruitment of the handicapped materials are available for order. (See appendix 9.0 for sample ordering form) 315 people were certified to administer the LAP-D in 1981-82.

FINAL REPORT

COMPONENT 9.0 Conduct dissemination acitvities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.2 Develop materials	9.2 The following represents materials that have been developed in FY 81-82 and represent contribution to the young handicapped child, his/her family and his/her teachers. The Home Stretch: Home Activities for Young Children. This new publication provides 44 units of two pages of activities in areas of gross motor, fine motor and cognitive stimulation for the child at home. Correlated with The Planning Guide. Parent Packet: A fourteen page resource packet of best practices in KIK parent involvement and resources for parent programs was developed and sent to all eighteen KIK programs. KIK Manual: In collaboration with BEEC, a manual for prospective and current KIK grantees was developed in spring 1982. New Friends: A Trainers Manual, a Teachers Manual, and a Parent Guide have all been developed during spring, 1982 for use with the New Friends stuffed dolls. These dolls are introduced into mainstream classrooms to help children become more aware of and sensitive to the presence in the classroom of children with handicaps. I.E.P.: A sixteen page guide for use with LAP-D. (See appendix for sample)

FINAL REPORT

COMPONENT 9.0 Conduct dissemination acitvities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.3 Utilize established networks	9.3 In collaboration with other agencies, programs and networks, the following services were provided though they were not specifically detailed in this original grant proposal:

a. Local Parent Workshops:

Dorothy Cansler, Family Coordinator in collaboration with Dr. Ralph Wenger, Psychologist of the Chapel Hill-Carrboro City Schools, conducted the following parent involvement workshops for parents of Kindergarten children that were identified as having some developmental delays.

1. October 22, 1981 "What It's Like to be a 5 Year Old - 20 participants
2. November 5, 1981 "Self Esteem and Communication" - 9 participants
3. November 24, 1981 "Establishing Self Control" - 7 participants
4. December 3, 1981 " Motivating Your Child to Learn" - 11 participants

b. Personnel Preparation Workshops in North Carolina

1. Winston-Salem, NC-October 22, 1981	35 guidance counselors
2. Charlotte, NC -November 9, 1981	16 participants
3. Raleigh, NC - December 4, 1981	12 participants
4. Winston-Salem, NC -January 21, 1982	35 participants
5. Raleigh, NC -April 2, 1982	5 participants
6. Wilmington, NC - April 30, 1982	8 participants

c. Regional Headstart Workshop

"Involvement of Families" - September 24, 1981 - Chapel Hill, NC

Dorothy Cansler, Family Coordinator 51 participants

FINAL REPORT

COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.4 Conduct conference presentations	Project Director's Contributions to Dissemination Awareness Activities August 17, 1981 Charleston, West Virginia Project Director delivered keynote address for DEC-CEC statewide early childhood conference. September 10, 1981 Raleigh, North Carolina Project Director made presentation on Chapel Hill materials for services to the handicapped at the North Carolina Head Start Conference. September 22, 23, 24 1981 Chapel Hill, North Carolina The Chapel Hill Project hosted an Orientation Conference for new Region IV Head Start Personnel on methods, materials and resources for mainstreaming handicapped children. October 12-16, 1981 Fredericksburg, Virginia Project Director presented new Chapel Hill materials to meeting of approximately 58 members of the National Resource Access Projects and staff of the national Administration for Children, Youth and Families.

FINAL REPORT

COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
.4 Conduct conference presentations	October 26-29, 1981 Atlanta, Georgia The Chapel Hill staff coordinated the development and implementation of a Region IV Conference for the eight - state Head Start network for services to the handicapped. New Chapel Hill Project multi-media training packages were presented to 63 conference participants. December 8, 1981 Washington, D.C. UNESCO-OSE Conference - Distribution of Project Materials and presentation of Chapel Hill Model to representatives from 13 Third World Countries. December 17, 1981 Washington, D.C. Presentation of Chapel Hill Project's "New Friends" Training Packages to National Conference of 52 Staff Members of Resource Access Projects and ACYF Personnel. December 9-11, 1981 Washington, D.C. As President of the Division for Early Childhood (DEC) of the Council for Exceptional Children, the Outreach Project Director and staff assisted with the planning and implementation of the DEC-HCEEP Conference.

FINAL REPORT

COMPONENT 9.0 Conduct dissemination acitvities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.4 Conduct conference presentations	February 11, 1982 WCHL Radio Station Chapel Hill, NC Presentation to a meeting of Chapel Hill Community leaders on the Efficacy of Early Intervention. February 19, 1982 Raleigh, North Carolina The Project Director met with Mrs. Jo Fabrizio, Director of the West Raleigh Presbyterian Children's Center Day Care Center to provide technical assistance and materials for assessment and individual programming for children enrolled in the program. February 24, 1982 Atlanta, Georgia Presentation to approximately 12 members of the RAP Advisory Board who represent the various collaborating agencies from North Carolina, South Carolina, Georgia and Florida. March 16, 1982 Raleigh, North Carolina Presentation at TADS Mainstreaming Conference. Assisted with development of agenda and recommended names of persons to participate on planning committee.

FINAL REPORT

COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.4 Conduct conference presentations	March 19, 1982 Dover, Delaware Project Director served as major presenter at CEC Early Childhood Conference. 120 persons attended the all-day meeting on the Revised LAP and Early LAP. April 1-2, 1982 Kearney, Nebraska Project Director was keynote speaker and trainer on the Revised LAP and Early LAP for early childhood conference sponsored by Nebraska State Department of Education and the Region VI Resource Access Project. April 12-16, 1982 Houston, Texas Project Director presided at National DEC meetings, met with Mrs. Jean Tufts on behalf of early childhood education for the handicapped, and was CEC program presenter in session on Assessement. May 12-14, 1982 Atlanta, Georgia For the eight-state conference of the Region IV Network of Services to the Handicapped in Head Start, the Outreach Project Director planned the agenda, supervised the implementation, assisted with media development and moderated sessions.

FINAL REPORT

COMPONENT 9.0 Conduct dissemination acitvities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.4 Conduct conference presentations	May 21, 1982 Indianapolis, Indiana The Project Director led a half-day training session on Chapel Hill materials at the Indiana DEC state-wide conference. May 27, 1982 Chapel Hill, North Carolina The Outreach Project Director addressed a luncheon honoring the thirty volunteers who were trained and supervised by Outreach staff to provide individualized tutoring to kindergarten children with special needs.

FINAL REPORT

COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
9.4 Conduct conference presentations	9.4 Family Coordinator's Contribution to Dissemination Awareness Activities September 19, 1981 - Winston Salem, NC North Carolina Day Care Association - "Working With Families of Handicapped Children" October 31, 1981 - Raleigh, NC Governor Morehead School - Workshop for Parents of Visually Impaired March 14-17, 1982 - Raleigh, NC Chaired Parent Involvement Section - Mainstreaming Conference sponsored by TADS March 25, 1982 - Chapel Hill, NC Presented to class for School of Social Work - UNC - "Serving Parents of Handicapped Children" 40 participants March 31, 1982 - Chapel Hill, NC Presented to class for Department of Special Education, UNC School of Education "Working with Families of Handicapped Children" - 18 participants April 1, 1982 Lubbock, TX Presented at Child and Family Studies Institute Conference - Serving Gifted Preschoolers in Head Start and Developmental Programs 35 participants

FINAL REPORT

COMPONENT 9.0 Conduct dissemination acitvities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE

9.4 Conduct conference presentations

OUTCOME

Julia McLean Williams

		(number attending)
August 3, 1981	Headstart, Atlanta, Georgia	(200)
September 19, 1981	NC Day Care Association	(160)
October 13, 1981	Lenoir Rhyne Community College	(12)
October 30-31, 1981	KIK Fair, Louisville, Kentucky	
November 11, 1981	Raleigh, North Carolina	(45)
January 1982	Kentucky, visit of representatives from the NC Department of Public Instruction	
	White plains United Methodist Church Day Care Organization (20 people attended)	
	Presentor - TADS - National Mainstreaming Conference	
	Presented Correlated Day and Unit Approach to regular observers at Learning Together site (200 people attended)	
	Supervised intern graduate students 2 from UNC, 2 from NC State 1 from Shaw Univeristy, 6 from local High School	
	Presentation for Cary Jaycettes (30 people attended)	
April 23, 1982	Speaker at Week of Young Child, Western Carolina University	(100)
April 24, 1982	Region "D" Council of Government, Banner Elk	(90)
May 5, 1982	Speaker - NC Conference of Federated Women's Clubs	(200)
May 28, 1982	Public School Classroom, New Bern, NC	(30 children)
June 15, 17, 22, 24, 1982	Regional Training Workshops	(400)
Full Year	Orientation of RN, LPN's Wake Medical	(100)

FINAL REPORT

COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME
.5 Develop Mass Media Releases	9.5 The following are media releases for 1981-1982.

Four editions of The Outreach Newsletter to over 900 recipients.

Four editions of the Chapel Hill Newsbreak to 3,500 recipients.

Dissemination of the following media:

Recruitment Manuals	22
Bumper Stickers	2,605
Buttons	1,666
3-5 Second Station I.D.	39
Copy for D.J. - P.S.A.	51
Newspaper Ad	57
News Release Article	23
Circular	3,869
Poster	1,537
Direct Mail Sample Letter	14
Doorknob Hangers	3,533
Billboards	6
Integration of Head Start Components Manual	72
Competency-Based Manual	6
Chapel H[illegible] Services to the Gifted/Handicapped	27

FINAL REPORT

COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME	
9.5 Develop Mass Media Releases	SLIDE SHOW SOLD BETWEEN JULY 1, 1981 AND JUNE 30, 1982	
	Overview of Public Law 94-142	2
	Charlotte: A Case Study	1
	P.L. 94-142: The I.E.P.	1
	Non-Discriminatory Testing	2
	P.L. 94-142: Parents Rights and Responsibilities	3
	Support Services	2
	Least Restrictive Environment	3
	Screening, Diagnosis, & Assessment	11
	Professional Diagnosis	1
	Screening for Handicaps	5
	Section 504	0
	Regulations of Section 504	2
	Audrey: A Case Study	0
	Introduction to the Early LAP	21
	Theories of Assessment	4
	Overview of the LAP-D	1

FINAL REPORT

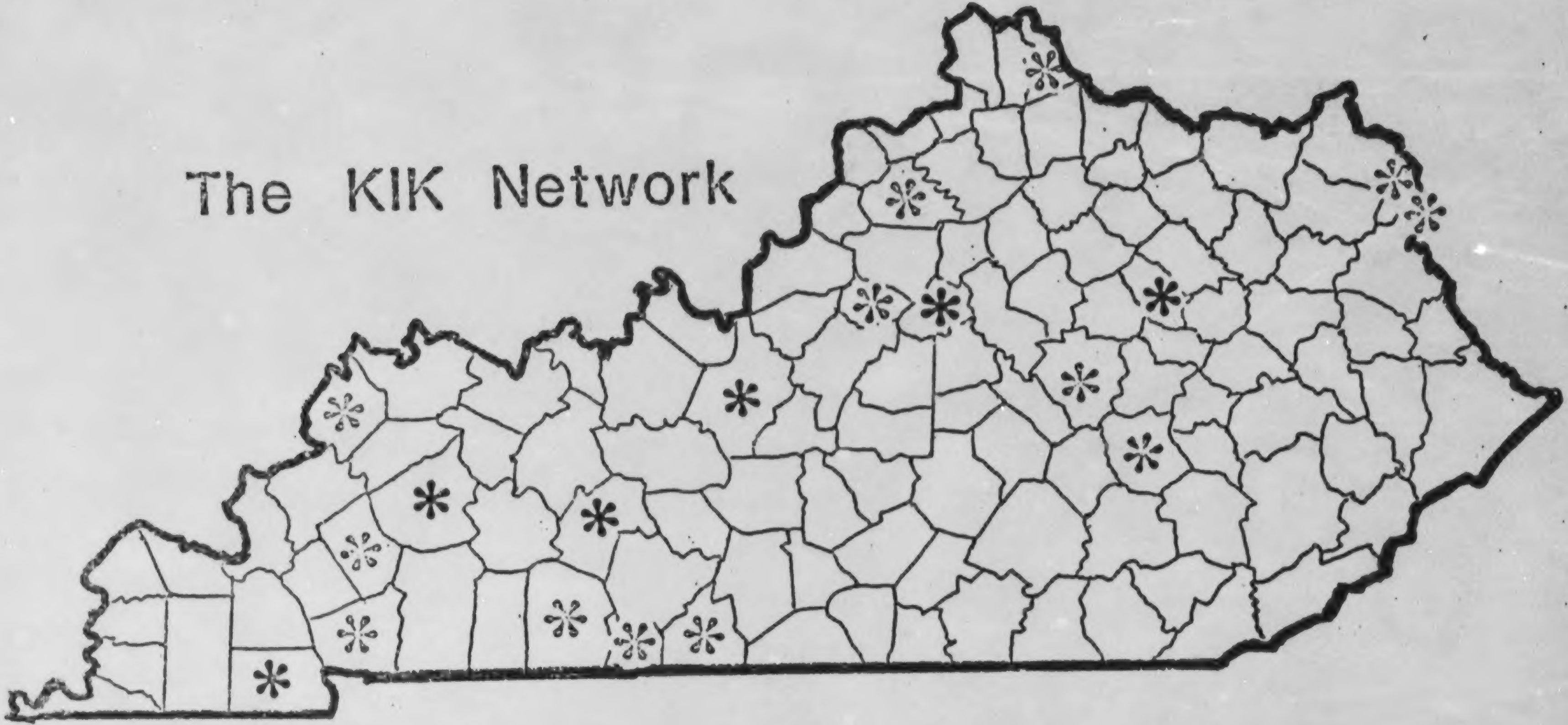
COMPONENT 9.0 Conduct dissemination activities

OBJECTIVE 9.A To make educators aware of project services

PROCEDURE	OUTCOME	
9.5 Develop Mass Media Releases	SLIDE SHOWS (Continued)	
	Movement of the Young Handicapped Child Into Public School - Mainstreaming	7
	EPSDT	1
	Head Start is for the Handicapped, Too!	11
	Roles and Responsibilities of Head Start Coordinators	10
	Integration of Head Start Components	2
	Involvement of Student Interns in Head Start	2
	Love Your Resource Neighbor	3
	Head Start is Working in Yazoo County	1
	The I.E.P. Process	28
	LEA Collaboration on My Mind	53
	Process of Collaboration	8
	Role of the Specially-Funded Coordinator	4
	Revised LAP	3

APPENDIX 1.0

The KIK Network



* Chapel Hill Project Replication Sites

APPENDIX 2.0

CHAPEL HILL TRAINING-OUTREACH PROJECT

M E M O R A N D U M

TO: New KIK Sites for Fiscal Year 1981-82

FROM: Anne R. Sanford, Director
Chapel Hill Training-Outreach Project

DATE: June 23, 1981

RE: Summer Institute for New KIK Sites

The goals of the KIK Summer Institute are:

I. To become acquainted with the personnel of other model programs, Kentucky BEEC staff, and the Chapel Hill consultants.

II. To receive training on the components of the replication plan.

III. To receive materials for use in developing the replication model.

IV. To finalize the calendar of events required for meeting BEEC-October Conference objectives as submitted in the state plan to BEH.

V. To clarify the evaluation component of the proposed network of incentive grant replication models.

The training agenda calls for a special emphasis from 9:00-4:00 each day:

Tuesday - July 28 - Curriculum - Julia Williams
Wednesday- July 29 - Behavior Modification - Gary Mesibov
Thursday - July 30 - Assessment and Methodology - Anne Sanford
Friday - July 31 - Family Involvement - Dorothy Cansler

You will receive a copy or each daily agenda in the near future, but it is anticipated that some personnel (i.e., social workers or psychologists) may wish to attend selected presentations even though they cannot participate in the entire institute.

We anticipate the rewarding process of getting to know you and sharing in your exciting new services.

See you in Louisville !

Lincoln Center, Chapel Hill, North Carolina 27514 telephone 919-967-8295

Funded by the Bureau of Education for the Handicapped and the Office of Child Development, Department of Health, Education and Welfare.

ON-GOING ASSESSMENT OF CHAPEL HILL PROJECT MODEL

Program Name: ______________________________

Staff Representative: ______________________________

Consultant: ______________________________

Date: ______________________________

Code:
1. Model component not present
2. Model component needs improvement
3. Model component shows improvement
4. Model component is consistently & appropriately present

Model Components	Scale				Comments
	1	2	3	4	
I. Assessment					
a. The LAP-D screen is administered to all children in replication site (this includes all children in the mainstream setting) within 2 weeks of enrollment.					
b. The LAP-D is completed in all skill areas for designated children who missed 6 or more items on LAP-D screen (by October 1st, 1981, or within 2 weeks of admission to program). LAP-D completed for post-assessment by May 30, 1981.					
c. McCarthy Scales completed on designated KIK children by October 1st, 1981. McCarthy Scales completed for post-assessment by May 30, 1981.					
II. I.E.P.					
a. Instructional Goals based on LAP-D and informal assessments are set for each child (this applies also to each child in the mainstream setting).					
b. I.E.P.s are on file for each child described as a 'special needs' child.					
c. The I.E.P. fulfills requirements as specified by P.L. 94-142. Local school system I.E.P. forms are utilized.					
d. The [illegible]E.P. Conference which includes the parents is hel[illegible] each 'special needs' child.					

Model Components	Scale				Comments
	1	2	3	4	
III. Methodology (Utilization of error-free learning techniques)					
a. There is demonstration of isolation of the concept in teaching.					
b. There is demonstration of modeling the appropriate response when necessary.					
c. There is demonstration of prompting the appropriate response when necessary.					
d. There is demonstration of cueing the appropriate response when necessary.					
e. Tasks are analyzed and arranged in a developmentally appropriate sequence of steps.					
f. Reinforcement is used consistently with all children and is an appropriate form (verbal, physical, tangible) for the individual child.					
g. Materials are stimulating and developmentally appropriate for each child.					
IV. Curriculum					
a. Classroom activities are planned around one concept for the day as demonstrated in the Guide to the Pre-School Curriculum.					
b. The unit group lesson demonstrates a hierarchy of tasks based on one concept.					
c. These tasks are oriented to individual children based on their abilities and needs.					
d. There is evidence of individualization through the use of grouping according to ability or needs.					

Model Components	Scale				Comments
	1	2	3	4	
e. There are planned transitions from one activity to another.					
V. Schedule					
a. The schedule is posted in the classroom and an obvious routine is established.					
b. There is a specific staff function for every activity including transitions.					
c. The schedule contains a periodic change of pace (i.e., quiet work followed by talking or singing or sitting followed by more rigorous activity).					
d. There is a regular routine for toileting, preparing for lunch and cleaning up.					
VI. Environment					
a. The classroom is arranged around interest centers or learning stations.					
b. Classroom rules are established and verbally reinforced when necessary (i.e., "cars belong in the block corner not in the book corner).					
c. There is evidence of the weekly unit concept, i.e., bulletin boards, art work, special projects or toys).					
d. Children's names and photographs and artworks are displayed in the classroom.					
e. Each child has a box or a cubbie for his/her papers or materials.					

Model Components	Scale				Comments
	1	2	3	4	
f. There is a specified area for 'time out'.					
g. The room is pleasant and stimulating through use of color, plants, items of interest.					
VII. Program Liaison With Parents					
* Indicates families of special needs only					
a. Orientation materials for families have been distributed (describe).					
* b. Needs assessments of families have been completed.					
c. A procedure for parent classroom observation is established.					
* d. Home visits (minimum 2 per year).					
e. Parent-teacher conferences (minimum 2 per year).					
* f. Parents are given written questions to consider before I.E.P. conference.					
g. Parent group meetings (minimum 4 per year). List program topics.					
h. Newsletter (minimum 3 per year) including units outlining teaching concepts, classroom news, local resources and parenting information.					
i. Home activity sheets (minimum 1 per month) These may be taken from Home Activities in the Guide to the Gifted Curriculum or locally developed.					
j. Parent bulletin board (if parents provide transportation and visit class).					

Model Components	Scale				Comments
	1	2	3	4	
VIII. Parent Skill Development					
a. Parents are volunteers in the classroom. (list number and frequency).					
b. Home training sessions for special needs children are held when appropriate. (List number of families and frequency.)					
IX. Advocacy					
a. Staff provides advocacy for needed services to children and families within and outside the school system.					
b. Information has been provided for parents on P.L. 94-142 and the state law.					
X. Referral and Use of Community Resources					
a. The school staff has made referrals to other programs as needed (describe in comments).					
b. Community resources are used in implementing program. (i.e., field trips, printed information, other agency visits to classroom, list resource agencies used.)					
c. There has been collaboration with other agencies when necessary to procure services unavailable through the school system.					
IX. Behavior Management					
a. Behavioral programs have been written on appropriate children for whom behavioral intervention is necessary.					
B. [illegible]rget behaviors have been specified.					

Model Components	Scale				Comments
	1	2	3	4	
c. Baseline data was used to establish behavior measures.					
d. Antecedent-Behavior-Consequence patterns have been identified.					
e. Consequences are changed when necessary for program effectiveness.					
f. Antecedents are changed when necessary for program effectiveness.					
g. Behavior after intervention continues to be measured and revised if necessary.					

APPENDIX 4.0

CHAPEL HILL TRAINING-OUTREACH PROJECT

AGENDA

FAMILY INVOLVEMENT

9:00 - 10:15	Rationale and Models for Parent Involvement
10:15 - 10:30	Break
10:30 - 12:00	Strategies for Working with Families
12:00 - 1:30	Lunch
1:30 - 2:30	Family Dynamics and Needs of Families
2:30 - 2:45	Break
2:45 - 4:00	Communication Techniques

Funded by the Bureau of Education for the Handicapped and the Office of Child Development, Department of Health, Education and Welfare.

CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT

AGENDA

METHODOLOGY

Anne R. Sanford, Director
Chapel Hill Training-Outreach Project

9:00 - 12:00	Screening, Assessment, and Diagnosis Determining Appropriate Objectives Use of the LAP-D, Revised LAP, Early LAP
12:00 - 1:00	Lunch (on your own)
1:00 - 3:00	The IEP Process Developing Behavioral Objectives

Lincoln Center, Chapel Hill, North Carolina 27514 telephone 919-967-8295

Funded by the Bureau of Education for the Handicapped and the Office of Child Development, Department of Health, Education and Welfare.

CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT

AGENDA

BEHAVIOR MANAGEMENT

Gary Mesibov, Ph.D.
University of North Carolina at Chapel Hill

Sam Thios, Ph.D.
Denison University

9:00 - 9:30	Overview of Behavior Management
9:30 - 10:30	Developing Intervention Programs: Antecedents
10:30 - 10:45	Break
10:45 - 12:00	Developing Intervention Programs: Antecedents (continued)
12:00 - 1:30	Lunch (On your own)
1:30 - 2:45	Developing Intervention Programs: Consequences
2:45 - 3:00	Break
3:00 - 4:00	Trouble Shooting - Case Examples

Funded by the Bureau of Education for the Handicapped and the Office of Child Development, Department of Health, Education and Welfare.

CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT

CURRICULUM WORKSHOP

AGENDA

9:00 - 9:30	Registration - LOOK over handouts in your folder
9:30 - 10:30	LISTEN - how it all fits together
10:30 - 10:45	BREAK - TALK to your friends
10:45 - 12:00	WATCH "Curriculum" in process
12:00 - 1:00	Lunch - EAT and RELAX
1:00 - 2:30	USE materials
2:30 - 2:45	Freetime - MOVE around
2:45 - 3:15	CREATE - a look at practical teacher-made "curriculum support"
3:15 - 3:30	EVALUATE our day together

Lincoln Center, Chapel Hill, North Carolina 27514 telephone 919-967-8295

Funded by the Bureau of Education for the Handicapped and the Office of Child Development, Department of Health, Education and Welfare.

APPENDIX 5.0

MEMORANDUM

TO: 1980-81 Model KIK Projects

FROM: Anne Sanford, Julia Williams, Dot Cansler, Gary Mesibov, and Sam Thios

RE: Needs Assessment for 81-82 Follow-Up Services by the Chapel Hill Project

DATE: August 17, 1980

Congratulations on the selection of your site for second-year funding to serve as a model KIK program.

Since our BEH Outreach grant award will have limited budget, we will be modifying our services to the second year model projects - such as yours. Therefore, we seek your input in establishing priorities for services by our staff.

First, let me explain that we will be unable to provide the full day of training for community personnel in the second-year model sites. Enclosed please find a copy of the projected training schedule for the six new sites so that you can send personnel to the closest or most convenient date for new personnel who haven't participated. The requested follow-up in your site will focus on specific areas of need for the personnel who are implementing the replication model. (The day of training for local community agencies will be conducted in the six new sites for persons who haven't had the training previously.)

Because it will be necessary to cut back on the travel budget, we want you to select the two areas of training/technical assistance for which you have the greatest need.

Please place a 1 beside the area of greatest need and a 2 beside the area of second greatest need. Under each of the areas, please explain your precise needs. Dates that are mutually convenient will be arranged by phone.

________ BEHAVIOR MANAGEMENT
Do you wish to have a parent meeting on this topic?

_____ Yes _____No

Other needs:

________ FAMILY INVOLVEMENT
Do you wish to have a parent meeting on this topic?

_____Yes _____No

Other needs:

________ ASSESSMENT/CURRICULUM
Do you wish to have a parent meeting on this topic?

_____Yes _____No

Other needs:

________ METHODOLOGY
Do you wish to have a parent meeting on this topic?

_____Yes _____No

Other needs:

Name Position

School System

Address

City Phone

Please return form to:

Dorothy Cansler, Family Coordinator
Chapel Hill Training-Outreach Project
Lincoln Center, Merritt Mill Road
Chapel Hill, NC 27514

APPENDIX 7.0

TRAINER ______________________________

DATE ________________________________

LOCATION ____________________________

EVALUATION FORM

Please circle the number which best describes your evaluation of the training session

Presenter's Knowledge of the Content for the Session

1	2	3	4	5
POOR	FAIR	AVERAGE	GOOD	EXCELLENT

Organization of the Training Session

1	2	3	4	5
POOR	FAIR	AVERAGE	GOOD	EXCELLENT

Value of Materials Disseminated

1	2	3	4	5
POOR	FAIR	AVERAGE	GOOD	EXCELLENT

Use of Media

1	2	3	4	5
POOR	FAIR	AVERAGE	GOOD	EXCELLENT

Overall Value of Training Session

1	2	3	4	5
POOR	FAIR	AVERAGE	GOOD	EXCELLENT

What did you like best about the training?

How could the session have been improved?

APPENDIX 8.0

CHAPEL HILL TRAINING-OUTREACH PROJECT

MATERIALS UPDATE

The following pages comprise our current listing of materials available for purchase through the Outreach Project. We hope that these materials can help present and/or interpret some of the dramatic changes that are taking place in the world of young handicapped children and their families.

Occasionally, due to our non-profit-keep-the-cost-as-low-as-possible-policy, we may need a few weeks to restock slide programming and print materials - so please give us as much advance notification as possible when ordering materials.

All materials will be shipped by U.S. Mail - Parcel Post, unless first class postage is requested. All charges for shipping materials will be billed to the requesting agency.

ALL ORDERS MUST BE ACCOMPANIED BY A PURCHASE ORDER OR PREPAYMENT.

[illegible]l all orders to: CHAPEL HILL TRAINING-OUTREACH PROJECT
LINCOLN CENTER
MERRITT MILL ROAD
CHAPEL HILL, NORTH CAROLINA 27514

The last two sheets can be used as an order form.

If there are any questions or concerns about any of these materials, do not hesitate to call us at 919-967-8295.

SLIDE/TAPE PROGRAM SETS - Each program consists of numbered slides and an audio cassette.

Overview of Public Law 94-142

This slide program presents the provisions of P.L. 94-142 for young handicapped children and their families. - $45.00

Charlotte - A Case Study

This slide program provides a case study of the implications of P.L. 94-142 in due process procedures - $30.00

Public Law 94-142: The I.E.P.

A slide program on the development, utilization and communication of the I.E.P. - $35.00

Public Law 94-142: Non-Discriminatory Testing

A slide tape program aletting the viewer to illegal testing procedures that might penalize a child because of race, language, or standardization bias. - $35.00

Public Law 94-142: Parents Rights and Responsibilities

A slide program providing strategies for the comprehensive involvement of families from the provisions of P.L. 94-142. - $35.00

The Support Services Aspect of Public Law 94-142

This program discusses the various support services which should be made available to young handicapped students. - $35.00

Least Restrictive Environment

Employs a cascade system similar to the one adopted by CEC to describe several possible educational environments for handicapped children. - $40.00

Screening Diagnosis, and Assessment

This program provides an overview of the screening, diagnosis, and assessment process used in pre-school programs such as Head Start. - $45.00

Screening for Handicaps

This 24-minute slide/tape program gives a complete overview of the pre-school screening process, including rationals, screening areas, instruments and offers suggestions on staffing and organization. Appropriate for parent and staff training. - $50.00

Professional Diagnosis for Special Education

This 20-minute slide/tape program discusses the importance of professional, medical, psychological and educational diagnosis to determine if a handicapping condition exists and then to determine subsequent therapy. Recommendations are made for primary diagnostician for eight general handicap categories. - $45.00

Section 504: Civil Rights for the Handicapped

Section 504 of the 1973 Rehabilitation Act imposes specific regulations on recipients of HEW funds for the treatment of handicapped individuals. These regulations are discussed briefly in the 7-minute slide/tape overview. - $25.00

The Regulations of Section 504

This slide-tape presentation is divided into three parts: Employment Practices, Program A[illegible]sibility, and Compliance. The presentation was designed to be shown in a training or w[illegible]hop setting. Each part is about 11 minutes long and includes several case studies. The tape can be stopped after each case study and discussed before the solution is presented. - $65.00

THE I.E.P. Process

This 17-minute slide-tape program goes through the entire IEP process, step-by-step, as specified by Public Law 94-142. The program's intended use is for staff training and general information. - $45.00

LEA Collaboration on My Mind

This 15-minute slide-tape program provides an overview of the Head Start program for special needs children. It is intended to be shown to LEA personnel as an introduction to the Head Start program - $35.00

Process of Collaboration

Presents a rationale for Head Start collaboration with all local institutions (and particularly the Local Education Agency) which share the common goal of providing services to children with handicaps and their families. Several areas of potential collaboration are discussed. - $45.00

Audrey: A Case Study

This slide-tape program is about Audrey, a gifted 3½ year old child who is almost totally blind. Her experience with the Outreach Project's Gifted/Handicapped Program is the primary f[illegible] with emphasis on the importance of parental involvement. - $50.00

Kentucky's Individualized Kindergartens

This 12-minute slide-tape program provides an overview of Project KIK. Funded by the Office of Special Education, Project KIK provides a model for the delivery of educational services to handicapped children through local public school systems in Kentucky. - $40.00

Introduction to the Early LAP

This 12-minute slide-tape program provides an overview of the Early Learning Accomplishment Profile (E-LAP) which is an assessment tool developed for use with children functioning in the 0-36 month age range. - $35.00

Theories of Assessment

A short descriptive slide-tape program providing the rationale for assessment. - $40.00

Overview of the Learning Accomplishment Profile - Diagnositc Edition

A slide-tape program providing an overview of the LAP-D as a developmentally-based assessment instrument. - $40.00

Movement of the Young Handicapped Child Into Public School - Mainstreaming

This slide program outlines procedures for optimal movement of the young handicapped child from the pre-school to public school placement. - $45.00

[illegible]T And Head Start

This is a brief overview of the EPSDT/Head Start collaboration - $35.00

Head Start is for the Handicapped, Too!

This slide program provides an overview of the 1972 congressional mandate that a minimum of 10% of Head Start enrollment must include handicapped children. - $30.00

Roles and Responsibilities of Head Start Coordinators

This slide program outlines the specific roles of Head Start component staff in provision o[illegible]timal services to the handicapped. - $35.00

The Role of the Specially-Funded Coordinator

This is a 10-minute discussion of the historical need for training and technical assistance in the effort to find and serve handicapped children and their families. Produced specifically for use by Specially-Funded Programs in Region IV Head Start. - $30.00

Integration of Head Start Components

This slide program provides valuable insights into past and present Head Start components and their roles in the Head Start program. - $35.00

The Involvement of Student Interns in Head Start

This slide program discusses the rationale, procedures and benefits of the involvement of student interns in serving handicapped Head Start children. - $35.00

Love Your Resource Neighbor

This slide program provides guidance to Head Start in developing interagency collaboration in serving handicapped children in Head Start. - $40.00

Head Start is Working in Yazoo County

Following Patricia Harris' visit to Yazoo Community Action, Inc., Head Start, the Chapel Hill Outreach Project produced a 20-minute slide-tape presentation about this model Head Start p[illegible]ram. The presentation provides an overview of the Head Start program and focuses on Head S[illegible] services to handicapped children. - $45.00

The CHIP Model

This 20-minute slide-tape presentation provides an overview of the CHIP Program with emphasis on the children who were enrolled and their families. Direct and spontaneous statements by the parents of some of these children are included in the audio portion of the presentation and give very strong support to the efficacy of early intervention programming. - $45.00

RECRUITMENT MATERIALS

[illegible]er Sticker

A 2-color 3" x 11" silkscreened sticker with Head Start logo and recruitment slogan, "Head Start is for the Handicapped, Too!" - $0.25

Button

A 2-color button that has the recruitment slogan, "Head Start is for the Handicapped, Too!" - $0.30

3-5 Second Station I.D.

This is one 35mm color slide with the Head Start logo and recruitment slogan, "Head Start is for the Handicapped, Too!" The bottom half of the slide is left blank for local TV station to add their names and call letters. - $1.00

Newspaper Ad

The newspaper display ad contains topic sentences of services to the handicapped, and identifying space for local Head Start agency. - $0.10

Sample News Release

Describes Head Start's services to the handicapped in typical journalistic style. - $0.05

Copy for D.J. - P.S.A.

This is mimeographed copy that can be sent to radio stations and read live on the [illegible] - $0.05

Circular

The circular is a one-page (8½" x 11") both-sides printed summary of Head Start's services to the handicapped, with photo and illustration to be used in a mailing campaign. - $0.25

Poster

The poster is highlighted by a 3-color illustration. With descriptive copy about Head Start's services to the handicapped, the poster is intended to be used in laundromats, town halls, and other public places. - $0.35

Direct Mail Sample Letter

Two copies of a direct mail sample letter, to be used in conjunction with the circular and the slide-tape program, "Head Start is for the Handicapped, Too!", in contacting resource agencies, civic organizations, etc. - $0.15

Doorknob Hangers

The doorknob hangers are die-cut so that they can be left on doorknobs in a canvassing effort. They are designed with a space for local agency identification and a "returnable coupon" for interested persons. - $0.15

Billboards

The billboard is a 2-color, 24-sheet poster with the Head Start logo and recruitment [illegible]gan, "Head Start is for the Handicapped, Too!" - $30.00

PRINT MATERIALS

Competency-Based Training Manual (Text & Workbook)

Color-coded workbook and text for competency-based training of personnel serving young handicapped children. - $20.00 per set

Guide to Recruitment Manual

The guide provides rationale and strategies for comprehensive plans of handicapped children in Head Start. - $1.50

Integration of Head Start Components Manual

This training manual is designed to identify and eliminate staff problems in role identification, ambiguity, over-lap, and integration. - $5.50

Chapel Hill Services to the Gifted/Handicapped

Program description of a demonstration project for pre-school children. - $10.00

Program's Name ______________________________

Program's Address ______________________________

____

SLIDE SHOWS	UNIT COST	NUMBER DESIRED	TOTAL COST
Overview of Public Law 94-142	$ 45.00		
Charlotte - A Case Study	$ 30.00		
Public Law 94-142: The I.E.P.	$ 35.00		
Public Law 94-142: Non Discriminatory Testing	$ 35.00		
Public Law 94-142: Parents Rights and Responsibilities	$ 35.00		
The Support Services Aspect of Public Law 94-142	$ 35.00		
Least Restrictive Environment	$ 40.00		
Screening, Diagnosis, and Assessment	$ 45.00		
Screening for Handicaps	$ 45.00		
Professional Diagnosis for Special Education	$ 45.00		
[illegible]tion 504: Civil Rights for the Handicapped	$ 25.00		
The Regulations of Section 504	$ 65.00		
The I.E.P. Process	$ 45.00		
LEA Collaboration on My Mind	$ 35.00		
Process of Collaboration	$ 45.00		
Audrey: A Case Study	$ 50.00		
Kentucky's Individualized Kindergartens	$ 40.00		
Introduction to the Early LAP	$ 35.00		
Theories of Assessment	$ 40.00		
Overview of the Learning Accomplishment Profile Diagnostic Edition	$ 40.00		
Movement of the Young Handicapped Child Into Public School - Mainstreaming	$ 45.00		
[illegible]SDT And Head Start	$ 35.00		
Head Start is for the Handicapped, Too!	$ 30.00		
Roles and Responsibilities of Head Start Coordinators	$ 35.00		

SLIDE SHOWS	UNIT COST	NUMBER DESIRED	TOTAL COST
[illegible] Role of the Specially-Funded Coordinator	$ 30.00		
Integration of Head Start Components	$ 35.00		
The Involvement of Student Interns in Head Start	$ 35.00		
Love Your Resource Neighbor	$ 40.00		
Head Start is Working in Yazoo County	$ 45.00		
The CHIP Model	$ 45.00		
RECRUITMENT MATERIALS			
Bumper Sticker	$ 0.25		
Button	$ 0.30		
3-5 Second Station I.D.	$ 1.00		
Newspaper Ad	$ 0.10		
News Release Article - Sample News Release	$ 0.05		
Copy for D.J. - P.S.A.	$ 0.05		
Circular	$ 0.25		
Poster	$ 0.35		
Direct Mail Sample Letter	$ 0.15		
Doorknob Hangers	$ 0.15		
Billboards	$ 30.00		
PRINT MATERIALS			
Competency-Based Training Manual	$ 20.00		
Guide to Recruitment Manual	$ 1.50		
Integration of Head Start Components Manual	$ 5.50		
Chapel Hill Services to the Gifted/Handicapped	$ 10.00		
		TOTAL	

APPENDIX 9.0

Alex Webb--CHN

Superintendent Pam Mayer Works With Kindergartner Derrick Jones

Volunteer Program Draws Interest

Coordinator Says She's Pleased: At Last, They're Calling Her

By DEBBIE SELINSKY
Staff Writer

For the first time in the three-year history of the Skills Expansion through Resource Volunteers in Education (SERVE) program, coordinator-recruiter Jeanne James says, citizens are calling her to volunteer.

James sees the trend as a signal that community members are coming to realize how much they, as volunteers, can mean to public schools, specifically to giving kindergarten children individual attention and helping children with potential problems before they fall behind.

Pam Mayer, superintendent of Chapel Hill-Carrboro City Schools and a volunteer in the program, believes the next few years will usher in the era of the volunteer — a position made increasingly important to maintaining public school programs as inflation increases and funds decrease.

Just as organizers think SERVE is coming into its own, the program is expected to lose half its funding. James said project director Anne Sanford is committed to keeping the project going, but James' own position as coordinator is expected to end May 31 unles[illegible]r funding sources come through.

SE[illegible]hich was started in city schools three years ago, is part of a federal personnel preparation grant from the federal Department of Education to the Chapel Hill Training Outreach Program, headed by Sanford.

Volunteers are trained to work with kindergarten children identified during screening tests as "developmentally young." The tests look at a child's academic, social, physical and emotional strengths and weaknesses.

Volunteers then work with students on whatever type of skill improvement is needed.

OF THE 60 children served by the program since its inception, 58 have shown significant improvement, James said. Although there is no way to isolate the effects the SERVE program has on children from other factors that contribute to a child's development, James believes the local program is a success. Now and then, she hears stories that confirm that belief.

She recalls heraing from a teacher about a drastic attitude improvement on the part of a youngster who had recently begun meeting with a volunteer tutor. The child still needed functional and developmental help, but a little extra attention — about 1½ hours a week — had made an immediate difference in his attitude toward school and learning.

Marge Gochola, a retired school teacher and a three-year volunteer at Frank Porter Graham Elementary School, agrees volunteers can make a difference in the life of kindergarteners.

When Gochola heard about the SERVE program from her neighbor, Phyllis Sockwell, board of education chairman, she was eager to become involved. After teaching for 20 years, she missed the children and wanted them back in her life.

But she also found she has things she can contribute to the children, besides the arithmetic and letters with which students often need assistance.

"Children need to learn how to listen. They need to improve their vocabularies and they need to learn to manipulate their fingers,"

(Continued on page 7B)

Volunteer

(Continued from page 1B)

Gochola said. So, she shares special stories — not read from a book so she and the child share eye contact throughout the story — and even teaches children to knit.

Gochola is one of a growing number of retired volunteers, James said. That group, as well as University students sent by the YMCA, has helped fill in gaps left by volunteering mothers who have gone back to work in the last couple of years. Other important volunteer sources include the Chapel Hill Service League, teacher volunteer lists and PTAs.

For information on the SERVE program, call Lincoln Center.

The Chapel Hill Newspaper

Community News From All Of Orange County

Today's Tip

Story Swap — Gathering storytellers, listeners also w come. Last Wednesday of e month, call 967-3478 for detai

MONDAY, MARCH 29,

159

160

Praises Fountain, Predicts 'Open' Rac

nd ex-U.S. attorney, said Fountain hould be complimented "on 30 ears of service, not only to the peo- le of North Carolina but to all the itizens of this nation."

"His decision lends unity and trength to our Democratic Party," aid Michaux, who admitted Foun- ain probably would have been the hest candidate to beat. Michaux

cy for the 2nd District, which was redistricted by the General Assembly last year to include Durham County.

Michaux said the withdrawal of Fountain, one of the most conservative members of North Carolina's Congressional delegation, also could throw the race open.

"It just means that we have to dig

cause I imagine this is going to open things up," Michaux said.

At least three other Democrats — former House Speaker James E. Ramsey of Roxboro, W.W. Yeargin of Oxford and I.T. Valentine of Nashville — also are considered possible candidates for the 2nd District seat.

Fountain, who said he thought it

and the 2nd District that he not seek re-election, said he had not ruled out future bids for public office.

"Seeking re-election this year would make it necessary for my friends and supporters of both the old and new parts of the Second (District) to spend large sums on a campaign for only one more term," he said. "And I would prefer not to

"Consequently, after lon prayerful consideration, I hav cluded that it would be in th interests of my familly and citizens of the new Second for to elect a new representative i gress for the difficult years ah

The Tarboro Democrat's di which traditionally has been l rural, was revised to include r

University of Illinois at Urbana-Champaign

Graduate College
INSTITUTE FOR CHILD BEHAVIOR AND DEVELOPMENT

Colonel Wolfe School
403 East Healey Street
Champaign, Illinois 61820
(217) 333-4890

April 28, 1982

Anne R. Sanford
Chapel Hill-Carrboro City School System
Lincoln Center
Merritt Mill Road
Chapel Hill, N.C. 27514

Dear Anne:

I just want to reiterate again and again what a fantastic job you did as President of DEC. You are to be congratulated. There was never a hitch during the year. I am indeed proud to be so closely associated with a person of your professional calibre. You are a rare specimen.

Sincerely,

Merle

Merle B. Karnes, Ed.D.
Professor of Special Education

MBK:jf

TADS Suite 500 NCNB Plaza
Chapel Hill, North Carolina 27514
(919) 962-2001

April 29, 1982

Anne R. Sanford, Director
Chapel Hill Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, North Carolina 27514

Dear Anne:

Thank you so very much for all the effort and energy which you put into our CEC session. It was a personal pleasure for me to work with you, and I hope we can work together again soon!

Certainly my fears concerning low attendance on Friday were unnecessary--I don't know where we would have put anyone else! I received many, many positive comments concerning the session, and have a general sense of work well done, thanks to your fine help.

Hope to see you before too long!

Sincerely,

Pat

Pat Vandiviere
Program Evaluation
Specialist

PV:jo

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

NATIONAL INSTITUTE
OF HANDICAPPED RESEARCH

January 19, 1982

Ms. Anne Sanford
Director
Chapel Hill Training-Outreach Project
Chapel Hill - Carrboro City Schools
Lincoln Center, Merritt Mill Road
Chapel Hill, North Carolina 27514

Dear Anne:

Both Jane DeWeerd and I want to thank you for your splendid presentation at the International Symposium on Services for Young Disabled Children and Their Families. We appreciate your taking the time from your busy schedule to show our visitors your excellent materials and slides.

Everyone seemed to be very impressed with your portion of the program. Hopefully, you will not be overwhelmed with requests from the participants for samples of kits, tests, and other materials.

Thank you again for your help. Keep up your good work.

Sincerely yours,

Naomi Karp

Naomi Karp
Program Specialist

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

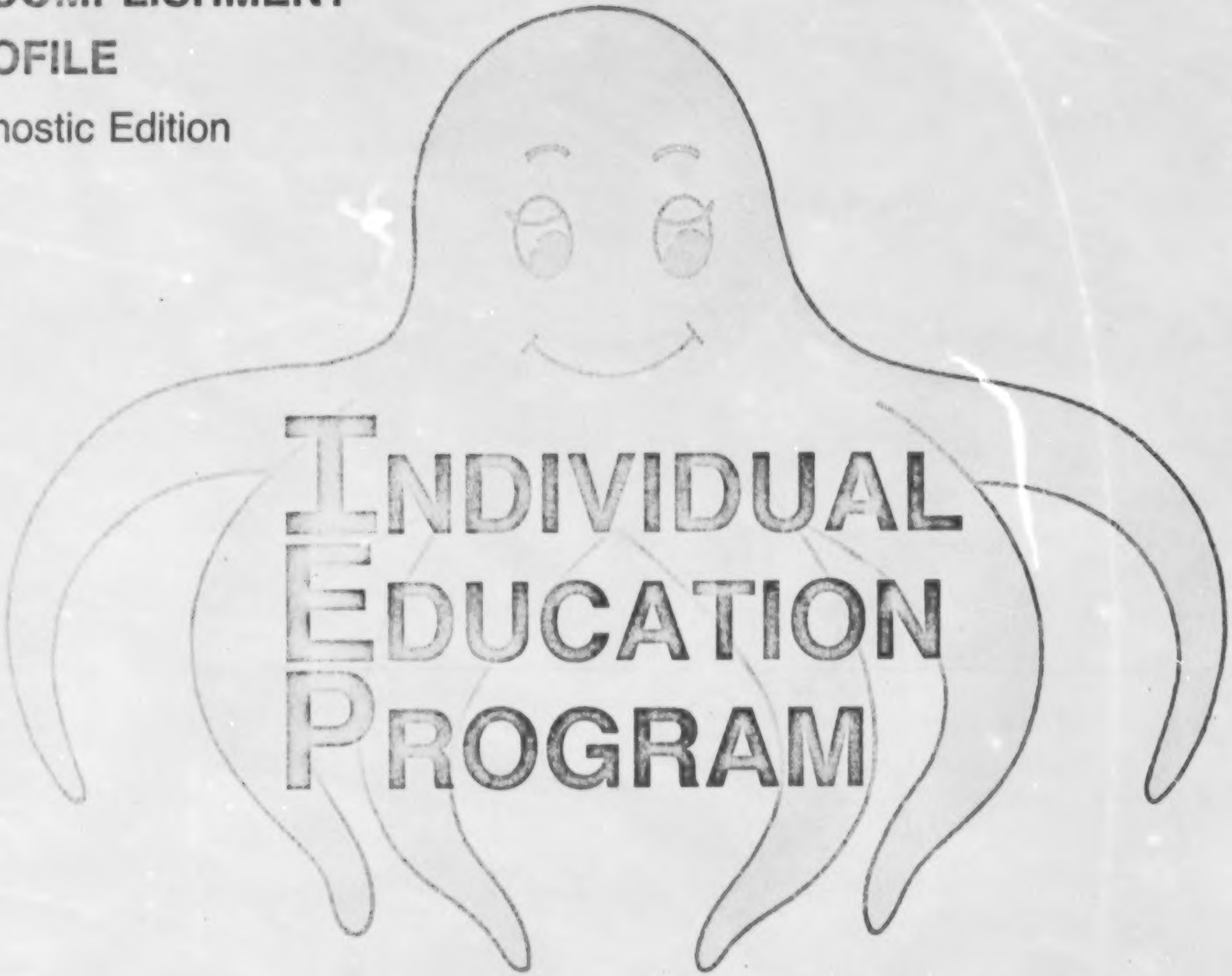
LEARNING ACCOMPLISHMENT PROFILE

Diagnostic Edition

Name ____________________

Age ____________________

Program ____________________



INDIVIDUAL EDUCATION PROGRAM

KAPLAN PRESS

Acknowledgements

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Allen County	Simpson County
Ashland Independent	Logan County and Russelville Independent
Berea Independent	

KIK Project Personnel contributing directly to the development of this form are:

Dorothy Newbolt	Karen Chapman
Peggy Kelly	Hattie Carter
Linda Cline	Rebecca Conley
Steve Gilmore	Mary Anna Dobbs
	Jo Ann Pelphrey
	Mary Robinson

Special appreciation goes to the Kentucky Department of Education* and the Bureau of Education for Exceptional Children's Field Service Consultants particularly the following: Aubrey Nehring, Emma Nehring, Alice Martinson, Helen Stevens. Thanks is also extended to Betty Bright (KIK Project Director) and to the many others who worked so diligently on this project.

*No formal endorsement of this document should be inferred on the part of the Kentucky Department of Education.

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INDIVIDUAL EDUCATION PROGRAM FOR USE WITH THE LAP-D

PURPOSE AND ADVANTAGES

This is an **IEP** form which has been designed for use in developing/revising the **IEP** of any student - exceptional high-risk or otherwise - who has been assessed with the **Learning Accomplishment Profile - Diagnostic Edition (LAP-D).**

This form has the following advantages over a standard **IEP** form:

1. **Practical:** Criterion-referenced assessment information from the **LAP-D** can be used directly in the development and revision of the **IEP.**
2. **Comprehensive:** This **IEP** form contains over 300 printed objectives arranged in terms of 9 general goal areas and 64 specific skill areas.
3. **Specific:** All printed objectives are specific and measurable.
4. **Time - Saving:** This **IEP** can be completed quickly with a minimum of writing because all printed objectives may be selected by the committee by checking the appropriate objectives utilizing assessment information from the **LAP-D.**
5. **Instructional - Oriented:** Objectives within each goal area are arranged by skill areas. Objectives within each skill area are arranged in ascending order developmentally. This arrangement of objectives permits the **IEP** to be translated more easily into instructional sequences and activities.
6. **Understandable:** The organization of this **IEP** facilitates communication of information to parents and to school personnel.
7. **Flexible:** Goals and objectives may be modified and/or added in order to meet the needs of individual students.
8. **Easily Documented:** Pre/Post test assessment with the **LAP-D** and maintenance of the **LAP-D** Scoring Booklet provides adequate documentation of the student's progress in achieving **IEP** objectives.

PROCEDURES FOR USE OF THE IEP FORM

The procedures for completing this **IEP** are the same as those for the standard **IEP** form. However, this **IEP** form may be completed more rapidly with a minimal of writing for these major **IEP** components:

1. **Summary of Present Levels of Performance:** This form permits the use of the **LAP-D** Scoring Booklet for providing a summary of strengths and weaknesses. However, other strengths and weaknesses may be added as appropriate.
2. **Priority Annual Goals:** Annual goals may be selected by checking the priority areas for instruction. The goal areas correspond to the major sub-tests of the **LAP-D.** In completing this **IEP** as with any other, only priority goals should be selected even though a child may receive instruction in all areas. Other goals my be added if needed.
3. **Short Term Instructional Objectives:** Pages 5 to 14 of the **IEP** list measurable objectives that correspond with every assessment item in the **LAP-D.** Objectives are arranged by goal area with a separate page of objectives for each goal area. With this arrangement, only the pages that correspond to the goal areas checked on page 15 need to be a part of the **IEP** for any particular student. After reviewing the results of the **LAP-D** assessment as well as other evaluation information, the committee will determine priority goal areas. For each goal area, the committee may select objectives for that goal area by checking the appropriate objectives on the page for that goal area. The printed objectives reflect the **LAP-D** items so that pre/post test with the **LAP-D** may be used to assess progress of the student in achievement of **IEP** objectives. However, objectives may be modified and/or other objectives may be added when appropriate to meet the individual needs of the student.
4. **Objective Evaluation Criteria:** The objective evaluation criteria and the record of student progress are already determined for all objectives which are checked since the **LAP-D** Scoring Booklet. The **IEP** form itself may be used as a record of student progress by utilizing the following symbols by each objective checked and/or by other items as appropriate.

+ Completed task (objective met as stated)
– Unable to do the task (no observable progress in achievement of objective)
Ø Improving (made progress toward achievement of objective)

The information provided above and on the **IEP** form itself should provide sufficient direction for the use of this form in the development/revision of **IEP**'s utilizing assessment information from the **LAP-D.**

ANNUAL GOAL: To increase the student's skills in the area of **FINE MOTOR: MANIPULATION** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

1. EYE-HAND MANIPULATION

When presented with appropriate objects, student will upon request:

____ pick up 1" cube (FM1)
____ pick up second 1" cube while retaining first cube (FM2)
____ pick up 1" cube with thumb and finger (FM3)
____ pick up raisin between thumb and forefinger allowing 3 trials (FM4)
____ pick up and hold 2 1" cubes in one hand allowing 3 trials (FM5)
____ place 1" cube in paper cup allowing 3 demonstrations and 3 trials (FM6)
____ turn small bottle upside down to dump raisins from bottle spontaneously (FM9)
____ twist cap of small bottle after demonstration (FM14)
____ perform at least 2 of 4 tasks (rolls, pounds, squeezes, pulls) with playdough after demonstration (FM19)
____ close fist and wiggle thumb, right and left, allowing 2 demonstrations with each thumb (FM21)

2. BUILDS TOWER WITH CUBES/BLOCKS

When presented with appropriate cubes/blocks, student will upon request build:

____ 2 cube tower using 4 1½" cubes allowing 3 demonstrations and 3 trials (FM7)
____ 4 cube tower using 9 1½" cubes allowing 3 demonstrations and 3 trials (FM12)(CM3)
____ 7 cube tower using 9 1½" cubes allowing 1 demonstration and 2 trials (FM15)
____ 8 cube tower using 9 1½" cubes allowing 1 demonstration and 2 trials (FM18)
____ 9 cube tower using 9 1½" cubes allowing 1 demonstration and 2 trials (FM20)
____ straight 10 cube tower using 10 1½" cubes without demonstration allowing 2 trials (FM24)

3. PLACES SHAPES IN FORMBOARDS

When presented with appropriate shape formboards, student will upon request place:

____ circle in formboard allowing 1 demonstration and 3 trials (FM8)(CM1)
____ circle and square in formboards allowing 1 demonstration and 3 trials (FM11)(CM2)

SKILL AREAS/OBJECTIVES **LAP-D REFERENCE**

____ circle, triangle, square, and rectangle in formboards allowing 3 trials for each shpe (FM17)(CM4)
____ circle, triangle, square, and rectangle in formboards allowing only 1 trial for each shape (FM25)(CM4)

4. TURNS PAGES IN BOOK

When presented with a book, student will upon request:

____ turn pages of the book, 2 or 3 pages at a time (FM10)
____ turn pages of the book one at a time (FM16)

5. FOLDS PAPER

When presented with appropriate paper, student will upon request:

____ fold and crease once an 8½" square piece of paper allowing 3 demonstrations and 3 trials (FM13)
____ fold and crease triangle from an 8½" square piece of paper allowing 3 demonstrations and 3 trials (FM37)
____ fold and crease square sheet of paper 3 times allowing 3 demonstrations and 3 trials (FM39)

6. STRINGS, LACES, TIES

When presented with appropriate objects, student will upon request:

____ string 4 beads in 4 minutes after demonstration using large 1" wooden beads and yarn with a stiff end (FM22)
____ weave string randomly through at least 3 holes in rubber sewing board using string with wooden tip allowing 2 demonstrations and 2 trials (FM26)
____ string 4 beads in 4 minutes using ½" beads (FM29)
____ lace yarn through holes to outline picture on sewing card allowing demonstration of weaving yarn through first 2 holes (FM32)
____ lace 6 holes, crisscrossing yarn without demonstration or prompting using octopus with lace in holes (FM42)
____ tie a bow without demonstration or prompting using octopus with shoe lace laced up (FM43)

7. BUILDS BRIDGE, STEP, AND GATE WITH CUBES/BLOCKS

When presented with appropriate cubes/blocks, student will upon request build in response to model:

____ bridge using 3 1½" blocks allowing one demonstration and 3 trials (FM23)(CM6)
____ bridge using 3 1½" blocks without demonstration (FM31)
____ 2 steps using 3 1" blocks without demonstration allowing 3 trials (FM30)

Continued on Page 5

____ 3 steps using 6 1" blocks without demonstration allowing 3 trials (FM35)
____ gate using 5 1½" blocks allowing one demonstration and 3 trials (FM34)(CM13)
____ gate using 5 1" blocks without demonstration allowing 2 trials (FM38)
____ 4 steps using 10 1" blocks without demonstration allowing 3 trials (FM41)

8. COMPLETES PEGBOARD AND PUZZLES

When presented with appropriate pegboard or puzzle, student will upon request:

____ put 6 pegs in pegboard without demonstration (FM27)
____ complete 6-piece puzzle in 4 minutes (FM33)(CM12)
____ complete 8-piece puzzle in 4 minutes (FM36)(CM16)

9. CUTS

When presented with paper and scissors, student will upon request:

____ cut with scissors allowing one demonstration and 2 trials (FM28)
____ cut out diamond from paper allowing 2 trials (FM40)

OTHER OBJECTIVES

ANNUAL GOAL: To increase the student's skills in the area of **FINE MOTOR: WRITING** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES	**LAP-D REFERENCE**
1. PRE-HANDWRITING SKILLS	
When presented with pencil and paper, student will upon request:	
____ pick up pencil and hold it in a writing position with fist closed and fingers wrapped around pencil	(FW1)
____ mark with pencil after demonstration	(FW2)
____ scribble on paper allowing 3 demonstrations and 3 trials	(FW3)
____ scribble spontaneously without prompting	(FW4)
____ hold pencil with fingers and not with fist when pencil is handed to student	(FW10)
____ hold paper steady with one hand, while writing or drawing with the other	(FW15)
____ demonstrate handedness by completing 3 tasks with same hand (scribble with pencil, pick up cube, and put peg in hole using same hand)	(FW6)
2. TRACES	
When presented with paper with diamond pattern, the student will upon request:	
____ trace with a pencil along the solid black line, within the dotted lines, after demonstration with finger allowing 3 trials	(FW16)
3. IMITATES DESIGNS	
When presented with paper and pencil, student will upon request imitate:	
____ stroke without regard to direction allowing 3 demonstrations and 3 trials	(FW5)
____ vertical line allowing 3 demonstrations and 3 trials	(FW7)
____ horizontal line allowing 3 demonstrations and 3 trials	(FW8)
____ circular strokes with continous marking allowing 1 demonstration and trial	(FW9)
____ H stroke allowing 1 demonstration and 3 trials	(FW11)
____ V stroke allowing 1 demonstration and 3 trials	(FW12)
____ cross with 2 intersecting lines allowing 3 demonstrations and 3 trials	(FW14)
4. COPIES DESIGNS	
When presented with paper, pencil, and card with specific design, the student will copy:	
____ circle with continuous marking allowing 3 trials	(FW13)
cross allowing 3 trials	(FW18)

SKILL AREA/OBJECTIVES	**LAP-D REFERENCE**
____ simple word, CAT, allowing 3 trials	(FW21)
____ square with four corners allowing 3 trials	(FW22)
____ triangle with defined angles allowing 2 trials	(FW25)
____ detailed house with all details present allowing 2 trials	(FW27)
____ numerals 1-5, clearly identifiable allowing 3 trials	(FW29)
____ rectangle with diagonal allowing 3 trials	(FW30)
____ letters, b, d, p, g, allowing 2 trials	(FW32)
____ lower case letters, a, b, c, f, allowing 2 trials	(FW34)
____ person in profile allowing 2 trials	(FW35)
____ diamond which is distinguishable from a square allowing 3 trials	(FW36)
____ numerals 1 - 10 with no errors allowing 2 trials	(FW37)
5. DRAWS/ADDS BODY PARTS	
When presented with pencil and paper, student will upon request:	
____ draw a person with at least 2 body parts	(FW17)
____ draw a person with at least 7 body parts allowing 2 trials	(FW26)
When presented with pencil and paper with drawing of incomplete person, the student will upon request:	
____ add 3 body parts	(FW19)
____ add 7 body parts	(FW24)
____ add 9 body parts	(FW28)
6. DRAWS	
When presented with pencil and paper, the student will upon request:	
____ draw a simple house that has 4 corners and any 2 of the following: door window, chimney, roof which are identifiable or named allowing 2 trials	(FW31)
____ draw a hand that has 4 fingers and thumb, which is clearly differentiated from the fingers, allowing 2 trials with no tracing of hand	(FW33)
7. PRINTS	
When presented with pencil and paper, the student will upon request.	
____ print any 2 letters without model allowing 2 trials	(FW23)

OTHER OBJECTIVES

ANNUAL GOAL: To increase the student's skills in the area of **COGNITIVE: MATCHING** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

1. PLACES SHAPES IN MATCHING FORMBOARDS
For specific objectives, see FINE MOTOR: MANIPULATION, page 4 , skill area 3 , "Places Shapes In Formboards" (CM1)(FM8) (CM2)(FM11) (CM4)(FM17)

2. BUILDS TOWER, BRIDGE, AND GATE TO MATCH MODEL
For specific objectives, see FINE MOTOR: MANIPULATION page 4 , skill area 2 , "Builds Tower with Cubes/Blocks" skill area 7 , "Builds Bridge, Step, and Gate with Cubes/Blocks" (CM3)(FM12) (CM6)(FM23) (CM13)(FM34)

3. MATCHES LIKE ITEMS
When presented with items that match, student will upon request match:

____ concrete objects by selecting from group of objects the object that matches object held by teacher for 2 out of 3 times allowing 1 trial on each of 3 objects (CM5)
____ colors by placing matching color cards on sample card of six colors after demonstration with one card (CM7)
____ patterns by placing matching pattern cards on sample card of six patterns after demonstration with one card (CM8)(CM10)
____ pictures by placing matching picture cards on sample card of six pictures after demonstration with one card (CM9)(CM11)
____ patterns by pointing to the 2 patterns that are alike (or the same) in group of 3 for 3 out of 4 groups (CM15)
____ letter or numeral by pointing to the letter or numeral in a group of 3 to the right of black line that matches (looks alike) letter or numeral to left of black line for at least 3 out of 4 groups (CM19)
____ pictures by pointing to the two pictures that are alike in a group of 3 for 4 out of 5 groups allowing one demonstration (CM21)
____ words by pointing to the word in a group of 3 to the right of black line that matches word to the left of black line for 3 out of 4 groups (CM24)

4. COMPLETES PUZZLES
For specific objectives, see FINE MOTOR: MANIPULATION page 4 , skill area 8 , "Completes Pegboard and Puzzles" (CM12)(FM33) (CM16)(FM36)

5. COPIES GEOMETRIC DESIGNS
When presented picture of geometric design, student will upon request copy the design using:

____ [illegible]d triangles to form square allowing 2 trials (CM[illegible]
____ [illegible]d square and 2 white triangles after demonstration with another design allowing 3 trials (CM18)

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

____ red square and 2 red triangles after demonstration with another design allowing 3 trials (CM23)
____ 4 design blocks to copy pattern in 4 minutes (CM25)

6. MATCHES RELATED ITEMS
When presented with card of five pictures and stack of related pictures, student will upon request:

____ place picture on related sample (i.e. thing it goes with) for 5 out of 5 pictures with no prompting (CM17)

7. BUILDS STEP TO MATCH MODEL USING VISUAL RECALL
When presented with 10 1" blocks, student will upon request in response to model build:

____ 2-steps after model removed in single trial (CM20)
____ 3-steps after model removed in single trial (CM22)
____ 4-steps after model removed in single trial (CM26)

8. READS
When presented with stack of word cards and card of six pictures, student will upon request:

____ place cards on correct picture it goes with for 6 out of 6 cards (CM27)

OTHER OBJECTIVES:

ANNUAL GOAL: To increase the student's skills in the area of **COGNITIVE: COUNTING** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

1. COUNTS BY ROTE
When asked to show how high he/she can count, the student will count from:

____ 1-3 without error on first trial (CC1)
____ 1-10 without error on first trial (CC4)
____ 1-15 without error on first trial (CC11)
____ 1-20 without error on first trial (CC13)
____ 1-____ without error on first trial

2. COUNTS OBJECTS
When asked to count specific objects, student will correctly count:

____ 3 1'' cubes with or without pointing or touching cubes (CC2)
____ 6 ½'' beads on string with or without pointing or touching beads (CC3)
____ 8 1'' cubes with or without pointing or touching cubes (CC5)
____ 10 1'' cubes pointing to or touching blocks while saying correct number (CC6)

3. COUNTS OBJECTS WITH NUMBER RECALL
When asked to count a group of 1'' cubes, the student will count the cubes and tell how many are present for:

____ group of 10 cubes (CC10)
____ group of 14 cubes (CC12)
____ group of 20 cubes (CC14)

4. SEQUENCES NUMBERS
When told a number, student will upon request tell the correct number that:

____ comes after each of 4 numbers between 1-10 after demonstration (CC7)
____ comes after each of 4 numbers between 10-1 after demonstration (CC18)
____ comes before each of 4 numbers between 1-10 after demonstration (CC24)

5. IDENTIFIES NUMERALS
When presented with card of printed numeral in random order, student will upon request point to each:

____ numeral between 1-5 that is named (CC8)
(CC16)

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

6. IDENTIFIES SETS OF MORE OR LESS
When presented with 3 groups of 2 sets of cubes or numerals between 1 and 10, the student will upon request:

____ point to the set that has more cubes each time (CC9)
____ point to the set that has less cubes each time (CC19)
____ tell which number shows more each time (CC20)
____ tell which number shows less each time (CC22)

7. CORRELATES NUMBERS WITH SETS
When presented with group of cubes, student will upon request:

____ count out 3 different sets of cubes on to sheet of paper from group of 10 cubes (CC15)
____ match numeral with correct number of cubes by pointing to one of two sets that match printed numeral for 3 groups of sets (CC21)

8. TELLS TIME
When presented with times on clock-face, student will upon request:

____ tell correct time for 3 times set to the hour (CC23)
____ tell correct time for 3 times set in 5-minute intervals after the hour (CC28)

9. ADDS
When given an oral addition problem, student will upon request tell the correct sum for three problems of:

____ 1 plus another number less than 10 (CC25)
____ 3 plus another number less than 10 (CC27)

10. SUBTRACTS
When given an oral subtraction problem, student will upon request tell the correct answer for three problems with a number between 2-10

____ take away 1 (CM26)

OTHER OBJECTIVES

ANNUAL GOAL: To increase the student's skills in the area of **LANGUAGE/COGNITIVE: NAMING** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.

NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

1. IMITATES NAMES

When presented with five pictures which are named orally, the student will upon request:

____ imitate at least 3 out of 5 simple names (LN1)

2. LABELS ITEMS

When presented with specific items, the student will upon request correctly name/label:

____ common objects for 3 out of 5 objects (LN2)
____ body parts pointed to by teacher for 3 out of 7 parts (LN3)
____ pictures of common objects for 3 out of 5 pictures (LN4)
____ body parts pointed to by teacher for 6 out of 7 parts (LN5)
____ action pictures for 3 out of 10 pictures (LN8)
____ pictures of common objects for 10 out of 18 pictures (LN9)
____ action pictures for 8 out of 10 pictures (LN11)
____ pictures of common objects for 12 out of 18 pictures (LN12)
____ numerals or letters for 8 out of 10 numerals/letters (LN26)
____ printed words for 5 out of 10 words (LN29)

3. IDENTIFIES BY RELATIONSHIP

When asked specific questions, the student will name/identify the:

____ use of at least 3 of 6 objects after demonstration of first object (LN6)
____ object by use for at least 3 of 5 actions (LN7)
____ missing part in 3 out of 4 pictures (LN10)
____ 3 activities student has recently performed (LN13)
____ cause of at least 3 out of 5 events given one sample (LN14)
____ consequence of an action for at least 3 out of 5 actions given one sample (LN15)
____ 3 activities which student will soon perform (LN16)
____ missing part on one picture in set of 3 for 4 out of 6 sets given one sample (LN17)
____ source of actions for at least 10 out of 17 actions given one sample (LN19)
____ things needed for an activity for 3 activities given one sample (LN21)
____ 3 parts of an item for at least 3 of 4 items given [illegible]mple (LN22)
____ [illegible]ite to an analogy for 4 out of 5 analogies given one sample (LN23)

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

____ materials objects are made of for 3 objects given one sample (LN24)
____ opposite quality for 7 out of 8 pictures given one sample (LN25)
____ items that belong to a common category for 4 out of 5 categories given one sample without naming any that do not belong to each category (LN27)
____ category that common objects belong to for 3 out of 4 categories given one sample (LN28)

4. NAMES ITEM USING RECALL SKILLS

When presented specific items, student will upon request name/identify:

____ the picture of animal removed from group of 4 pictures of animals for 3 out of 4 trials removing different animals (LN18)
____ the who, what, where, and why of a simple story read to the student (LN20)

OTHER OBJECTIVES

ANNUAL GOAL: To increase the student's skills in the area of **LANGUAGE/COGNITIVE: COMPREHENSION** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee sleiects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES	**LAP-D REFERENCE**
1. RESPONDS TO VERBAL AND DIRECTIONAL CUES When given an appropriate cue, the student will:	
____ respond to name being called with head turn and eye contact for 2 out of 3 trials	(LC1)
____ look at object being named for 2 out of 3 trials/objects	(LC2)
____ turn head and eyes and look at area pointed to for 2 out of 3 trials	(LC3)
2. RESPONDS TO VERBAL NAMING When given name of an item orally, student will upon request point to correct:	
____ picture of common object for 3 out of 5 named objects	(LC4)
____ body part for 3 out of 7 named body parts	(LC5)
____ body part for 6 out of 7 named body parts	(LC8)
____ common object and hand object to teacher for 3 out of 5 named objects	(LC7)
____ picture of common action for 5 out of 10 named actions	(LC14)
____ picture of common object for 10 out of 18 named objects	(LC15)
____ picture of common object for 15 out of 18 named objects	(LC16)
____ picture of common action for 9 out of 10 named actions	(LC16)
____ printed numeral for 5 named numerals between 1-10	(LC20)
____ printed letter for 5 named letters between A-Z	(LC26)
____ printed word for 4 out of 5 named words	(LC27)
3. RESPONDS TO VERBAL COMMANDS When given specific verbal command, student will upon request respond correctly to:	
____ simple commands by performing 3 out of 5 tasks indicated	(LC6)
____ simple commands by performing 8 out of 10 tasks indicated	(LC9)
____ 2-step commands by performing tasks indicated in proper order for 2 commands	(LC11)
____ 3-step commands by performing tasks indicated in proper order for 2 commands	(LC24)

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SKILL AREA/OBJECTIVES	**LAP-D REFERENCE**
4. RESPONDS TO VERBAL EXPRESSIONS OF POSITION AND DIRECTION When given specific expression of position or direction, student will upon request correctly respond to:	
____ prepositions of position for 2 out of 3 instructions using prepositions on, behind, and in front	(LC10)
____ prepositions of position for 3 out of 4 instructions using prepositions in, under, over, and beside	(LC18)
____ direction words, left and right, for 4 instructions	(LC25)
5. RESPONDS TO CONCEPT OF USE When presented with specified items, the student will upon request:	
____ show use of 3 out of 5 common objects allowing one demonstration	(LC12)
____ point to correct picture for 3 out of 5 common objects when given a verbal description of use of each object	(LC13)
6. RESPONDS TO VERBAL INFORMATION When given appropriate verbal information, the student will upon request point to correct picture which:	
____ shows something about sentence which read for 4 out of 5 sentences	(LC19)
____ matches verbal description for 7 out of 9 descriptions	(LC21)
____ answers question of who, what, and where of simple story read to student	(LC23)
7. RESPONDS TO CLASSIFICATION CONCEPT When presented with 18 pictures and asked to identify pictured items that belong to a named category, student will upon request correctly point to at least:	
____ 2 objects in each of 4 categories and does not include any that do not belong	(LC22)

OTHER OBJECTIVES

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ANNUAL GOAL: To increase the student's skills in the area of **GROSS MOTOR: BODY MOVEMENT** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

1. CRAWLS
When placed on stomach on mat, the student will upon request:

____ roll or crawl (dragging self) at least 2 feet (GB1)

2. SITS
When placed in appropriate position, the student will upon request:

____ sit without support on the floor for 1 minute allowing 2 trials (GB2)
____ pull self from prone position to sitting position with initial assistance from teacher who grasps student's hands (GB3)
____ sit up from prone position and then return to prone position (GB6)
____ sit down in small chair by teacher without falling allowing 2 trials (GB13)

3. CREEPS
When placed in appropriate position, the student will upon request:

____ creep on hands and knees for 3 feet from creeping position (GB4)
____ creep down 3 stairs backwards and then back up beginning with hands on fourth step and feet on third allowing 1 trial each direction (GB12)

4. STANDS
When in standing position, student will upon request:

____ stand alone for 1 minute allowing 3 trials (GB7)
____ stand on right foot and lift left foot for 3 seconds with hand held by teacher and after demonstration (GB11)
____ stand on tiptoes with eyes closed for 3 seconds allowing 2 trials (GB31)
____ stand on one foot with eyes closed for 5 seconds allowing 2 trials (GB43)

5. BALANCES
When given appropriate instructions, the student will upon request:

____ [illegible] round and pick up object from sitting position [illegible] losing balance allowing 2 trials (GB5)

SKILL AREA/OBJECTIVES **LAP-D REFERENCE**

____ stoop to pick up toys on floor from standing position without falling allowing 2 trials (GB10)
____ get down from adult chair without falling and without assistance (GB14)
____ balance on 1 foot for 5 seconds after demonstration allowing 3 trials (GB19)
____ get up from floor with partial rotation of shoulder and use of hands allowing 2 trials (GB21)
____ squat down and maintain balance while building with cubes after demonstration (GB23)
____ balance on 1 foot for 8 seconds after demonstration allowing 3 trials (GB24)
____ stand on tiptoes and stretch full-length toward dowel held over head without losing balance allowing 2 trials (GB26)
____ gets up from floor without using hands and without demonstration allowing 3 trials (GB32)
____ touch toes with both hands 5 times consecutively from standing position without bending knees after demonstration (GB36)
____ make 5 full swings of each leg without losing balance or touching foot to floor after demonstration allowing 2 trials each leg (GB42)
____ complete 5 sit-ups with hands clasped behind head after demonstration but with no assistance other than holding of student's legs (GB46)

6. WALKS
When given appropriate instructions, the student will upon request walk:

____ 3 feet with support allowing 2 trials (GB8)
____ 10 steps without falling allowing 3 trials without assistance (GB9)
____ up and down stairs, with hand held, for 3 steps each direction (GB15)
____ up and down stairs, without adult assistance after demonstration (GB17)
____ on tiptoes for 4 steps without assistance allowing demonstration and 2 trials (GB18)
____ on line for 10 feet without stepping off the line after demonstration allowing 2 trials, each starting from the beginning (GB22)
____ up stairs using alternating feet without holding on for 3 steps after demonstration (GB25)
____ forward heel to toe with one foot 2" or less in front of the other for 6 steps after demonstration allowing 3 trials (GB27)
____ backwards 6 feet without falling after demonstration allowing 2 trials (GB30)
____ backwards 3 feet heel to toe placing toe 2" or less in back of heel after demonstration allowing 3 trials (GB37)

Continued on Page 12

SKILL AREA/OBJECTIVES	LAP-D REFERENCE
7. RUNS	
When given appropriate instructions, the student will upon request run:	
____ with both feet momentarily off the ground at the same time allowing 2 trials	(GB28)
____ lightly on toes for 5 or more steps without letting his heels touch the floor after demonstration allowing 2 trials	(GB39)
8. JUMPS	
When given appropriate instructions and conditions, the student will upon request jump:	
____ in place with both feet off the floor at the same time allowing 2 trials	(GB16)
____ from child's chair without losing balance allowing 2 trials	(GB20)
____ from an adult chair, landing on feet without using hands or without losing balance allowing 3 trials	(GB34)
____ over dowel held 1 foot off floor with running start allowing 2 trials	(GB38)
____ over dowel held 10" off floor, from standing position allowing 2 trials	(GB40)
____ 2 feet broad jump with running start after demonstration allowing 2 trials	(GB44)
____ over dowel held 18" off floor with running start allowing 2 trials	(GB47)
____ 3 feet broad jump with running start after demonstration allowing 2 trials	(GB48)
9. HOPS	
When given appropriate instructions, the student will upon request hop:	
____ on both feet 6 feet forward after demonstration allowing 2 trials	(GB29)
____ forward 6 feet on each foot separately after demonstration allowing 2 trials on each foot	(GB41)
____ forward 12 feet on each foot separately for entire distance touching other foot to floor only twice each direction allowing 2 trials	(GB45)
10. SKIPS	
When given appropriate instructions, the student will upon request skip:	
____ on one foot after demonstration allowing 2 trials	(GB33)
____ on alternate feet smootnly and easily after demonstration allowing 2 trials	(GB 35)

OTHER OBJECTIVES

ANNUAL GOAL: To increase the student's skills in the area of **GROSS MOTOR: OBJECT MOVEMENT** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVE	LAP-D REFERENCE
1. REACHES AND GRASPS	
When given appropriate conditions, student will upon request:	
____ reach out and grasp large bead on string held by teacher allowing 3 trials	(GO1)
2. DROPS OBJECTS	
When given a 1" cube, student will:	
____ drop first cube to take a second cube which is handed to student	(GO2)
3. TOSSES AND THROWS	
When given appropriate objects, student will upon request:	
____ toss object so that it falls a greater distance from student than it would if it had been simply dropped	(GO3)
____ throw 5" ball forward with both hands so that it travels generally in a forward direction allowing 3 trials	(GO5)
____ throw 2" ball forward with 1 hand allowing 3 trials	(GO11)
____ throw 2" ball overhand, whole body in motion, allowing demonstration and 3 trials	(GO13)
____ throw 2" ball overhand, little body motion with only arm and hand involved, allowing demonstration and 3 trials	(GO21)
4. PICKS UP OR HOLDS	
When presented with appropriate objects, student will upon request:	
____ pick up 5" ball in both hands allowing 3 trials	(GO4)
____ hold 5" ball for 10 seconds while standing without losing balance allowing 3 trials	(GO7)
____ hold 5" ball while walking 10 feet without falling or dropping the ball allowing 2 trails	(GO9)
5. PUSHES	
When presented with appropriate objects, student will upon request:	
____ stop 5" ball which is slowly rolled toward student using hands allowing 3 trials	(GO6)
____ push small chair 6 feet after demonstration allowing 3 trials	(GO8)
____ [illegible]" ball with one hand allowing 3 demonstrations [illegible] trials	(GO10

SKILL AREA/ OBJECTIVES	LAP-D REFERENCE
6. KICKS	
When presented with appropriate objects, student will upon request:	
____ kick 5" ball while standing without losing balance after demonstration allowing 3 trials	(GO12)
____ walk up to and kick 5" ball placed 6 feet in front of student after demonstration allowing 3 trials	(GO15)
____ kick 5" rolling ball after demonstration allowing 3 trials	(GO18)
____ run up to and kick a moving 5" ball after demonstration allowing 3 trials	(GO23)
7. CATCHES AND BOUNCES	
When given appropriate objects and conditions, student will upon request:	
____ catch bean bag with arms against body while sitting allowing 3 trials	(GO14)
____ catch bounced 5" ball with arms against body allowing 3 trials	(GO16)
____ catch bean bag with arms against body while standing allowing 3 trials	(GO17)
____ catch an adult's T-shirt with 1 hand only allowing 3 trials	(GO19)
____ catch bean bag with hands without pressing it against body allowing 3 trials	(GO22)
____ catch 2" ball in 2 hands thrown underhand without pressing it to body allowing 3 trials	(GO24)
____ catch bean bag in 1 hand, thrown underhand allowing 3 trials	(GO25)
____ catch bean bag in 2 hands, thrown overhand allowing 3 trials	(GO26)
____ catch 2" ball in 2 hands, thrown overhand allowing 3 trials	(GO27)
____ catch bounced 5" ball with hands without pressing against body allowing 3 trials	(GO28)
____ bounce 5" ball off wall 3 feet away and catch it after demonstration allowing 3 trials	(GO30)
____ catch 2" ball in 1 hand, thrown underhand from 6 feet away allowing 3 trials	(GO31)
8. HITS	
When given appropriate objects, student will upon request:	
____ hit 5" ball with dowel when ball is rolling after demonstration allowing 3 trials	(GO20)
____ hit 5" ball with stick when ball is thrown underhand from 6 feet away allowing 3 trials	(GO29)

OTHER OBJECTIVES

ANNUAL GOAL: To increase the student's skills in the area of **SELF - HELP** as specified in the objectives selected below:

For this annual goal, check each objective which the committee selects for this student's IEP on the basis of assessment with the LAP-D. In the space provided, write in any other objectives which the committee selects.
NOTE: Objectives for each skill area are arranged in ascending order developmentally.

SKILL AREA/OBJECTIVES	LAP-D REFERENCE

1. EATING

When presented with appropriate food and utensils, the student will upon request:

____ suck pureed food off spoon when touched to child's lips	(SE1)
____ chew food given to child	(SE2)
____ drink from cup when held by adult even though some is spilled allowing student to put hands on the cup	(SE3)
____ finger-feed self cracker by picking up cracker placed in student's reach and then eating it	(SE4)
____ use spoon for foods of thick consistency by transferring spoonful of food from bowl to mouth	(SE5)
____ hold cup with both hands and drink without spilling	(SE6)
____ use spoon without turning it upside down	(SE7)
____ lift and return cup to table without spilling	(SE8)

2. DRESSING

When presented with appropriate clothing, the student will upon request:

____ take off hat or cap which has been placed on student's head	(SD1)
____ take off mittens placed on student's hands by pulling off first mitten which has been pulled half-way off by teacher and then removing the other allowing 2 trials	(SD2)
____ pull off shoe after demonstration allowing 2 trials	(SD3)
____ pull string to untie bow after demonstration allowing 2 trials	(SD4)
____ pull off sock completely by self after demonstration	(SD5)
____ unzip zipper with large zipper pull after demonstration allowing 2 trials	(SD6)
____ remove coat unassisted after demonstration allowing 2 trials	(SD7)
____ unsnap snaps without assistance 3 times after demonstration	(SD8)
____ pull on over-sized T-shirt when placed over head	(SD9)
____ unbutton large button allowing 2 demonstrations and 2 trials	(SD10)
____ zip large zipper when started by adult allowing 3 demonstrations and 3 trials	(SD11)
____ snap large snap allowing 2 demonstrations and 3 trials	(SD12)
____ button large button allowing 2 demonstrations and 3 trials	(SD13)
____ [illegible] on sock when placed over heel	(SD1[illegible])
____ [illegible] on coat unassisted allowing 2 trials	(SD1[illegible])
____ pull on shoes when placed over toes allowing 2 trials	(SD16)

SKILL AREA/OBJECTIVES	LAP-D REFERENCE
____ pull on sock when placed on toes	(SD17)
____ unbutton small button allowing 3 trials	(SD18)
____ put on sock unassisted allowing 2 trials without demonstration	(SD19)
____ attach hook and eye allowing 2 demonstrations and 2 trials	(SD20)
____ lace two holes after demonstration	(SD21)
____ put shoes on correct feet	(SD22)
____ tie bow without demonstration allowing 2 trials	(SD23)

3. GROOMING

When given appropriate instructions and materials, student will upon request:

____ wash hands with assistance	(SG1)
____ dry hands with assistance when given towel	(SG2)
____ wash hands when prompted	(SG3)
____ wash face, using cloth, with assistance	(SG4)
____ dry hands when prompted	(SG5)
____ dry face when prompted	(SG6)
____ wash and dry hands spontaneously after using toilet	(SG7)

4. TOILETING

When given appropriate conditions, student will upon request:

____ sit on small chair for 1 minute without losing balance	(ST1)
____ approach bathroom when told and taken by adult without crying, protesting, or rebelling	(ST2)
____ sit on toilet with assistance	(ST3)
____ pull down pants with assistance	(ST4)
____ approach toilet when prompted	(ST5)
____ urinate or defecate while on toilet	(ST6)
____ pull down pants unassisted	(ST7)
____ pull up pants with assistance	(ST8)
____ pull up pants when prompted	(ST9)

5. SELF - DIRECTION

When given appropriate instructions and materials, student will upon request:

____ pick up toys and put them away with prompting and modeling	(SS1)
____ pick up toys and put them away when prompted	(SS2)
____ help carry a chair when asked to do so	(SS3)
____ carry a glass of water without spilling for 10 feet	(SS4)
____ open bottle with twist cap allowing 3 trials	(SS5)
____ pour from pitcher to glass without spilling after demonstration	(SS6)

OTHER OBJECTIVES

INDIVIDUAL EDUCATION PROGRAM

This IEP form is designed to facilitate the use of assessment information from the Learning Accomplishment Profile - Diagnostic Edition (LAP-D).

The IEP form may be used in its completed format as the total service plan for the student. Simply detach this form and make duplicate copies as required by law (1. child's permanent file, 2. daily lesson plan folder, 3. parent).

Student's Name ____________________

Birthdate ____________________ Age __________

School ____________________

Date of IEP Conference ____________ Program Entry ____________

PRIORITY ANNUAL GOALS: To increase the students's skills in the areas checked below

GOAL AREA	PAGE	GOAL AREA	PAGE
☐ Fine Motor: Manipulation	4	☐ Language/Cognitive: Comprehension	10
☐ Fine Motor: Writing	6	☐ Gross Motor: Body Movement	11
☐ Cognitive: Matching	7	☐ Gross Motor: Object Movement	13
☐ Cognitive: Counting	8	☐ Self-Help:	14
☐ Language/Cognitive: Naming	9	☐ Other:	

SUMMARY OF PRESENT LEVELS OF PERFORMANCE

See the LAP-D Scoring Booklet for a summary of the student's strengths (+'s) and weaknessess (-'s) in the areas assessed by the LAP-D.

Additional strengths or weaknesses which have been identified by assessment other than the LAP-D are listed below:

Strengths:

Weaknessess:

SHORT TERM INSTRUCTIONAL OBJECTIVES	SPECIFIC EDUCATIONAL AND/OR SUPPORT SERVICES	PERSON(S) RESPONSIBLE	AMOUNT OF TIME	BEGINNING & ENDING DATE	REVIEW DATE

INDIVIDUAL ED TION PROGRAM

OBJEC EVALUATION CRITERIA

For each ective checked on the IEP form, the evaluation criteria and procedures shall be the same as those specified in the Learning Accomplishment Profile - Diagnostic Edition (LAP-D). The LAP-D Scoring Booklet and/or the IEP form itself may be used as a record of student progress. If the IEP form is used, the following symbols may be used by each objective checked and/or by other items as appropriate: + Completed task (objective met as stated), -- Unable to do the task (no observable progress in achievement of objective), Ø Improving (made progress towa objective).

For written objectives on the IEP form, the evaluation criteria and procedu be the same as those indicated in the written objective. Implementor shall ma records of the student's progress in achieving these objectives.

COMMITTEE RECOMMENDATIONS FOR SPECIFIC PROCEDURES, TECHNIQUES, MATERIALS

DESCRIPTION AND AMOUNT OF TIME IN REGULAR EDUCATION PROGRAM

PLACEMENT RECOMMENDATION

COMMITTEE MEMBERS PRESENT (Signature/Position)

Parent/Guardian

CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT

SUMMER
1981

the OUTREACH

Winston-Salem, Forsyth County Schools To Replicate Chapel Hill Model

Five elementary schools in the Winston-Salem/Forsyth County school district of North Carolina will serve as pilot Outreach Project sites in 1981-82.

Participating in the plans for implementation of the Chapel Hill training are the following administrative personnel from the Winston-Salem/Forsyth County schools:

Dr. James A. Adams - Superintendent
Mr. C. Douglas Carter - Assistant Superintendent
Dr. Howard Sosne - Assistant Superintendent
Jean Watson - Title I Supervisor
Ginger Keller - Instructional Supervisor of Special Education

The Chapel Hill Project staff will conduct a minimum of five day-long workshops on the following topics: Administration of the LAP-D; Assessment and Programming; Curriculum; Behavior Management; and Parent Involvement. Participants in these workshops will include: public school kindergarten and special education teachers; Head Start personnel; and staff from preschool agencies serving young children with special developmental needs.

In support of the collaboration with the Chapel Hill Project, the Winston-Salem/Forsyth schools have committed financial support for payment of substitute teachers during the day-long

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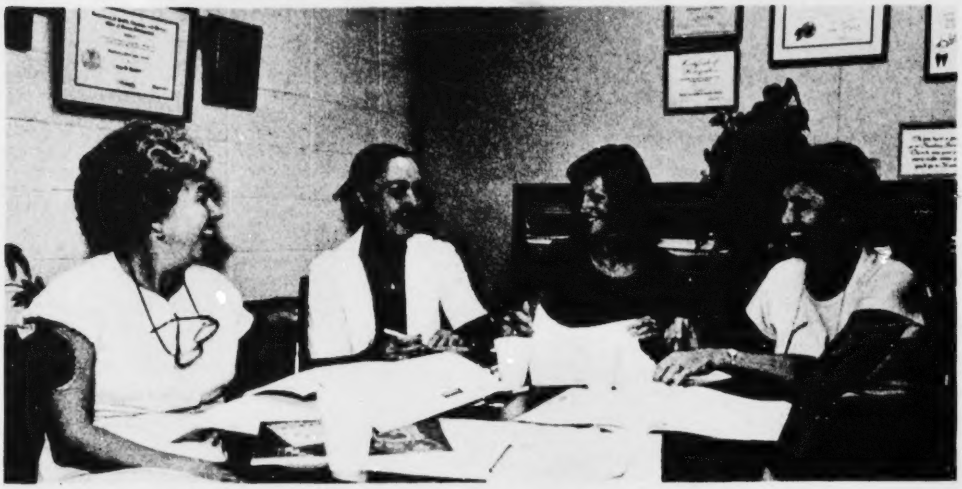


Seated left to right: Anne R. Sanford, Jean Watson, Ginger Keller, and Dot Cansler

continued from page 1

training sessions and for purchase of materials needed in direct services to children.

Family involvement will be a major focus of the replication effort. The Chapel Hill Project will provide the consultants for a minimum of four parent meetings.

Competency-based training will include follow-up in each of the five elementary schools which are serving as pilot sites.

Collaboration with the Special Education Department of Lenoir-Rhyne College will enable qualified trainees to acquire graduate or undergraduate course credit.

Jeanne James, Chapel Hill Project Coordinator of Training for Volunteers, will collaborate with Kay Shields of the Winston-Salem schools in mobilizing and training a corps of volunteers who will provide tutorial support for developmentally-delayed kindergarten youngsters.

For additional information regarding the workshop training for inter-agency personnel in the Winston-Salem area contact:

Randy Granovetter
Chapel Hill Outreach Project
Lincoln Center
Chapel Hill, N.C. 27514

Telephone: 919-967-8295

SERVE Volunteers Screen Children

A group of specially trained volunteers collaborated with the Outreach staff to screen the 1981-82 kindergarten population of the Chapel Hill-Carrboro Public schools.

An analysis of the screening results has been conducted to determine those children who display significant developmental delay. These youngsters will receive LAP-D assessments to determine whether or not an individual developmental intervention program is needed.

Volunteers trained through the Skills Expansion through Resource Volunteers in Education (S.E.R.V.E.) program of the Outreach Project will provide the tutorial support which is recommended for the "high-risk" kindergarteners.

The volunteers completed a competency-based training course offered by Randy Granovetter, Coordinator of the Personnel Preparation Grant, of the Chapel Hill Outreach Project. The course was also attended by kindergarten and primary resource teachers in the school system. In addition, the volunteers will receive ongoing supervision and training from Jeanne James, Coordinator of the SERVE program.

Photo by: Ginger Talbot

Project Director Addresses West Virginia Conference

Anne Sanford, Outreach Director, delivered the keynote address of the West Virginia Early Childhood Conference which was conducted in Huntington on August 17-20. Nancy M. Vorobey, coordinator of the West Virginia State Implementation Grant, designed and moderated the statewide meeting which attracted over one hundred personnel from public school, Head Start, and other preschool programs.

You are invited to

A Conference of National Significance!

What: *National Conference*
Sponsored By
The Handicapped Children's
Early Education Program
(HCEEP)
The Division for Early Childhood
(DEC)
Council for Exceptional Children

When: *December 8 - 11, 1981*

Where: *Sheraton-Washington Hotel*
Washington, D.C.

For additional information, contact:

Norma K. Clark
Thomas Buffington and Associates
2710 Ontario Road, NW
Washington, DC 20009
(202) 232-1362

RAP Restructures Advisory Board

The Chapel Hill Resource Access Project (RAP) is in the process of restructuring its Advisory Board. Currently, the Board consists of Head Start personnel as well as representatives from other organizations that serve preschool handicapped children, including State Education Agencies. Membership includes personnel from each of the four states in the RAP service area: Florida, Georgia, North Carolina and South Carolina

Plans are now underway to expand the Board to four State Advisory Committees with broad representation from both public and private agencies. This approach will enable members to focus on the unique aspects of interagency coordination within their own states.

The RAP Advisory Board has always served an important advocacy role by facilitating the exchange of information among agencies. Collaboration on local and state levels has resulted in the creation of innovative programs while minimizing duplication of services. Issues of common concern have been addressed in a supportive task-oriented atmosphere.

The organization of the four State Advisory Committees is an exciting approach to interagency collaboration which should result in an improved service delivery system in each of the four states.

UNC Graduate To Work With CHIP

The Chapel Hill Intervention Program (CHIP), which serves developmentally delayed kindergarten children, will receive special assistance this year from Tom Stevens. Tom is a 1976 graduate of U.N.C. and is currently enrolled as a first year student in the University of North Carolina School of Social Work. He will work two days a week with the CHIP children and families.

In this assignment, Tom will spend some time in the classroom and devote the remainder of his time to the provision of services for the families. Contact with community agencies and recruitment of special support services will also fall within his CHIP responsibility.

At age twenty-seven, Tom is married and he brings considerable work experience to his placement.

He has worked as a teacher in a preschool program, a house parent in a group home for young men and has been most recently employed as a parent liaison worker with a group home for emotionally disturbed young men in Chapel Hill.

He has a special interest in community programs and working with families. He has enthusiasm and vitality to bring to his new assignment and the CHIP Program is fortunate to have such a capable student to enhance its parent program for the coming year.

Dorothy Cansler, Family Coordinator of the Outreach Project, will serve as Tom's Field Instructor and will provide liaison with the University of North Carolina School of Social Work.

Six New KIK Sites Begin Replication

In its fourth year of collaboration with the Chapel Hill Outreach Project, the Kentucky Department of Education has committed its incentive grant monies to the establishment of new replication programs in six Kentucky school systems. Those selected for incentive grant funding are:

Anderson County Public Schools
103 North Main, Lawrenceburg, KY 40342
(502) 839-3406
Shirley Duff - Contact Person

Butler County Board of Education
Box 435, Morgantown, KY 42261
(502) 526-3793
Yvonne Langford - Contact Person

Calloway County Board of Education
PO Box 800, Murray, KY 42071
(502) 753-3033
Jim Greer - Contact Person

Hardin County Schools
110 South Main Street
Elizabethtown, KY 42701
(502) 765-4186
Mary Ann Buesco - Contact Person

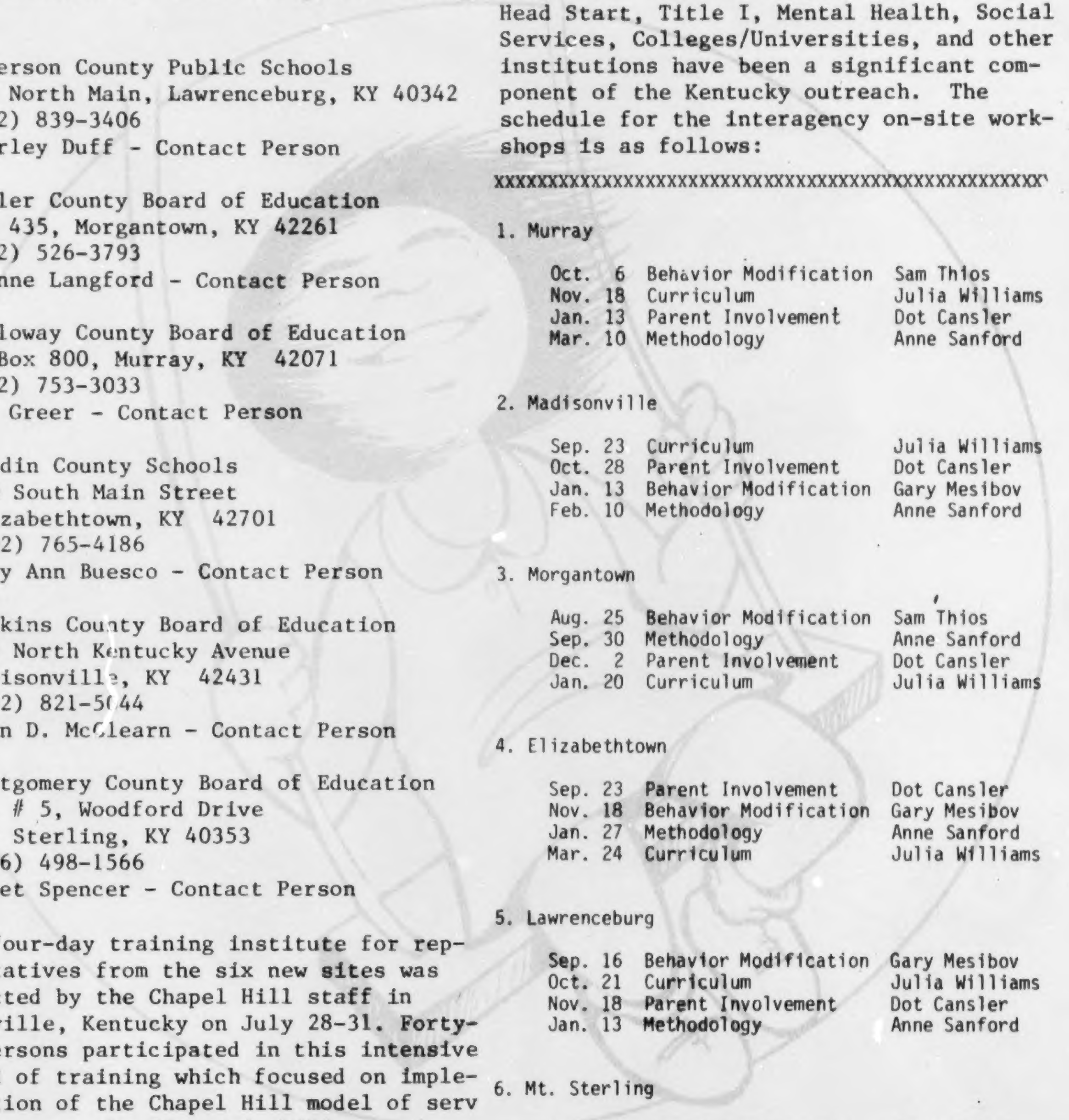
Hopkins County Board of Education
208 North Kentucky Avenue
Madisonville, KY 42431
(502) 821-5044
John D. McClearn - Contact Person

Montgomery County Board of Education
Rt. # 5, Woodford Drive
Mt. Sterling, KY 40353
(606) 498-1566
Janet Spencer - Contact Person

A four-day training institute for representatives from the six new sites was conducted by the Chapel Hill staff in Louisville, Kentucky on July 28-31. Forty-two persons participated in this intensive period of training which focused on implementation of the Chapel Hill model of services to young handicapped children and their families.

During the coming school year, each of the six new programs will receive on-site consultation and training by the Chapel Hill staff.

The one-day workshops are available to all area personnel who serve young children with special needs. Interagency collaboration between the public schools, Head Start, Title I, Mental Health, Social Services, Colleges/Universities, and other institutions have been a significant component of the Kentucky outreach. The schedule for the interagency on-site workshops is as follows:



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1. Murray

Oct. 6	Behavior Modification	Sam Thios
Nov. 18	Curriculum	Julia Williams
Jan. 13	Parent Involvement	Dot Cansler
Mar. 10	Methodology	Anne Sanford

2. Madisonville

Sep. 23	Curriculum	Julia Williams
Oct. 28	Parent Involvement	Dot Cansler
Jan. 13	Behavior Modification	Gary Mesibov
Feb. 10	Methodology	Anne Sanford

3. Morgantown

Aug. 25	Behavior Modification	Sam Thios
Sep. 30	Methodology	Anne Sanford
Dec. 2	Parent Involvement	Dot Cansler
Jan. 20	Curriculum	Julia Williams

4. Elizabethtown

Sep. 23	Parent Involvement	Dot Cansler
Nov. 18	Behavior Modification	Gary Mesibov
Jan. 27	Methodology	Anne Sanford
Mar. 24	Curriculum	Julia Williams

5. Lawrenceburg

Sep. 16	Behavior Modification	Gary Mesibov
Oct. 21	Curriculum	Julia Williams
Nov. 18	Parent Involvement	Dot Cansler
Jan. 13	Methodology	Anne Sanford

6. Mt. Sterling

Oct. 14	Parent Involvement	Dot Cansler
Nov. 18	Methodology	Anne Sanford
Jan. 13	Behavior Modification	Sam Thios
Feb. 17	Curriculum	Julia Williams

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Lenoir-Rhyne Collaboration Supports Personnel Preperation

A collaborative agreement between two North Carolina programs funded by the Division of Personnel Preparation (DPP) of the Office of Special Education will enable competency-based trainees to receive graduate and undergraduate course credit.

Lenoir-Rhyne College, a recipient of DPP funds, has involved the following faculty in facilitation of this training effort: Dr. Donald Hayes, Director of Graduate Studies; Dr. Joan Parkinson, Professor of Education; and Dr. Jose Hurtado, Dean's Grant Coordinator.

The Chapel Hill Personnel Preparation Grant is in its fourth year of competency-based, on-site training for daycare and public school staff who serve young handicapped children. Since many of these programs have suffered significant budget cuts for travel and inservice training, the need for on-site course training with college credit has increased throughout North Carolina. Therefore, according to Randy Friedman-Granovetter, DPP Coordinator, "There has been an extremely positive response to the agreement by Lenoir-Rhyne College to extend its off-campus services to selected field sites through the Chapel Hill Project."

The training sites for fall, 1981, include the following centers:

St. Mark Developmental Day Care Center, Charlotte, NC

Monroe City Schools, Monroe, NC

Learning Together, Inc., Raleigh, NC

Winston-Salem/Forsyth Public Schools, Winston-Salem, NC

Each developmental daycare center serves children with varying special needs from ages two through sixteen. The Monroe Public Schools' classes serve severely handicapped youngsters ages three through twenty-one. The Winston-Salem kindergarten classrooms include students with various handicapping conditions who are integrated into each public school kindergarten.

The Personnel Preparation team is al working with the North Carolina Division for Daycare Services. Representatives from daycare centers will participate in training at the Learning Together site in Raleigh, NC. The Competency-based training workshops have been individualized for these centers which serve mildly to moderately handicapped youngsters in their daycare and after-school programs.

Randy Friedman-Granovetter
Chapel Hill Outreach Project
Lincoln Center
Chapel Hill, NC 27514

(919) 967-8295

CHAPEL HILL TRAINING-OUTREACH PROJECT

Lincoln Center
Chapel Hill, North Carolina 27514
telephone 919-967-8295

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CHAPEL HILL TRAINING-OUTREACH PROJECT

FALL 1981

the OUTREACH

KUDOS FOR KIK

OSE Representative Lauds KIK Project

The Chapel Hill Project's collaboration with the Kentucky Bureau of Education for Exceptional Children to develop Kentucky's Individualized Kindergartens (KIK) received special commendation by Dr. Arlethia H. Elliott of the U.S. Office of Special Education.

During a site visit to Kentucky on September 23-25, Dr. Elliott met with KIK representatives from Ashland Independent School District, Jackson County, and Berea. Each of these replication sites shared products, accomplishments, and evaluation data which supported the efficacy of the new thrusts to mainstream handicapped children in Kentucky's public schools. During an on-site visit to the Berea KIK Project, Dr. Elliott spent the morning observing the mainstream program in the Berea kindergartens.

In follow-up of her observation of KIK, Kentucky's Incentive Grant Program, Dr. Elliott made the following comments:

"Kentucky educators are to be commended. In my recent site visit to Kentucky, I became aware that there is an exemplary effort and a total commitment to serve handicapped preschoolers in this state. The needs of children of the commonwealth surfaced as the top priority of the teachers and administrators I met. So often people give lip service to wanting to meet the needs of preschoolers but when the going gets tough, (and it sometimes goes when you talk about preschoolers), the people I met, were really there--not just talking--but doing!

Project KIK is enjoying an outstanding role of leadership in preschool programs throughout the United States ...and the key to this has come from the interagency coordination and collaboration that is a vital part of the project. The future of programs--all programs--relies on the very essence of this component. It's time to realize that no one agency can do all things for all people. The future dictates that we look beyond our own administrative areas and understand the total needs of children and their families. The agencies, the parents, the physician, the grandmothers and grandfathers, the child, the teacher and on and on--all must be committed to the best for children.

And Kentucky has demonstrated this to a national audience through the establishment of Project KIK.

As I saw the models which take services into the homes of the children in the rural areas, I thought of the impact. Not only was the child receiving an education, but the moms were being taught to work as partners, and siblings

Continued on page 2

Continued from page 1

also learned how to teach the primary contact: the handicapped child. This is cost efficiency which is another component of the KIK Project that makes it unique.

You have made the most use of your teachers through the use of intensive in-service training for all teachers. You have demonstrated to the regular educators that these children can be served in the least restrictive environment and that the regular classroom teacher (with assistance in in-service training) can do it - and enjoy it, too."

As Project KIK enters its fourth year of preparing kindergarten teachers for services to handicapped children in the least restrictive environment, the Chapel Hill Project shares Kentucky's pride in this innovative venture.

OSE Profile: Jean Tufts

Jean Tufts, Assistant Secretary Designate of Education for Special Education and Rehabilitative Services (OSERS), brings to her new position a wide range of experience in the educational field. She has served as president of both the New Hampshire State Board of Education and the National School Boards Association; as Executive Director of the Rehabilitation Center in Portsmouth, New Hampshire; and as Senior Project Officer for the New England Program in Teacher Education.

In her new job, she will be directing three major federal programs affecting disabled U.S. citizens. The first is Special Education Programs (formerly OSE); the others are the Rehabilitative Services Administration (RSA)--which provides medical, psychological and training services to adults--and The National Institute for Handicapped Research (NIHR).

Ms. Tufts is an enthusiastic supporter of the HCEEP, a program which she believes is extremely important. She hopes to see more follow-up on HCEEP children in the future, including attention to the following questions: Have services to these children continued and under what circumstances? How many children have been reclassified or have had their diagnostic labels changed?

Head Start Joins Developmental Day Care Centers For Course On Mainstreaming

A collaborative arrangement between the Chapel Hill Project's Personnel Preparation staff and the Resource Access Project has resulted in new training opportunities for North Carolina's Head Start programs. Staff members from Martin County, Sampson County, Henley Roberts Child Development Center and JOCCA Head Start have participated in a competency-based course on mainstreaming.

Titled, "Helping the High Risk Child in the Classroom and at Home", the course has enjoyed tremendous success. Seven modules were offered on curriculum, assessment, behavior management, individualized teaching approaches including error-free learning, parent involvement and movement. An additional session was provided for individuals who obtained certification in the administration of the LAP-D assessment.

A mainstreamed day care center, Learning Together, in Raleigh has served as the location for the course. Additional sites will be selected for the spring semester when the modules will be repeated for a new group of participants.

Mainstreaming: What Do The Parents Think?

Dr. Ann Turnbull, Principle Investigator, and Dr. Pam Winton, Research Associate CIREEH, recently collaborated with the Chapel Hill Outreach Project in identifying mothers in Kentucky to participate in a national survey of parents of handicapped and non-handicapped children mainstreamed in public school kindergartens. Through the support of the Chapel Hill Outreach Project, contacts were made with all of the Project Directors of the KIK programs in Kentucky. These directors helped identify and secure participation in the study from thirty mothers whose children were enrolled in KIK kindergartens.

The purpose of this survey was to identify parents' expectations of and satisfaction with kindergarten programs. Preliminary results, based upon the responses of the 100 mothers interviewed in 4 states, are now available.

Expectation of and Satisfaction with Kindergarten

The information from this study suggests that there might be some discrepancy between what parents of handicapped children expect from a kindergarten program. Although parents whose children were handicapped were as likely to emphasize the importance of developing pre-academic and academic skills during the kindergarten year as they were social skills, the development of social skills was the area of child progress with which they were most satisfied. This can be contrasted with the fact that parents of non-handicapped children were most satisfied with what they felt to be most important - that is, progress in reading and math, and suggests that their expectations were more in keeping with what the kindergarten had to offer. In fact, data indicated that parents whose children were non-handicapped gave the kindergarten a higher rating in terms of meeting the child's needs.

It should be noted that these parents on the whole were extremely satisfied with their children's kindergarten programs, even though the specifics of what pleased them depended upon their child's being handicapped or not. The data emphasizes the importance of providing special services to mainstreamed handicapped children and emphasizes the overall importance of teachers.

Parents in the two groups were similar in what they most valued for themselves from the kindergarten experience: that is, the presence of teachers able and willing to frequently communicate with them about their child.

Attitudes Towards Mainstreaming

Parents in both groups perceived the greatest drawbacks to mainstreaming as being instructional in nature and as negatively affecting handicapped children. They felt that in mainstreaming, teachers are unqualified to deal with the needs of handicapped children and that the handicapped children do not receive the special help and attention they need when in mainstreamed classrooms. Parents in the two groups differed in terms of their perceptions of the greatest benefits of mainstreaming. Parents of non-handicapped children felt the greatest benefit of mainstreaming to

Continued on page 4

Continued from page 3

be that it helps non-handicapped children learn about differences in the way people grow and develop. Parents of handicapped children felt the greatest benefit to be that it prepares handicapped children for the real world. These findings suggest that parents of non-handicapped children view mainstreaming as a positive rather than negative experience for their children. This information supports the results of the CIREEH Interview Study of Parents of Handicapped Preschoolers (Winton & Turnbull) that the drawbacks to preschool mainstreaming are instructional in nature and that the benefits are social.

Appreciation is expressed to Doris Connor, Peggy Kelly, Dorothy Newbold and Betty Smith, Project Directors, who so willingly contributed their time and efforts in this project.

-Pam Winton, Ph.D.

UPDATE: S.E.R.V.E.

SERVE is an acronym for Skills Expansion Through Resource Volunteers in Education. The program is in its third year of service in the Chapel Hill-Carrboro City Schools. Exciting new developments in SERVE include replication in Winston-Salem/Forsyth County Schools and at one site in a Raleigh developmental day care center.

The program in Chapel Hill-Carrboro is currently SERVE(ing) twenty-two children. This year a group of trained volunteers did most of the screening and LAP-D assessments for kindgergarten children. This year has been characterized by more volunteers actively seeking to become part of the program.

In Winston-Salem/Forsyth County, five schools elected to act as pilot sites for the SERVE program. The participating schools are also involved in the Competency-Based Training Program. The school personnel and some volunteers are receiving the training program together. The Winston-Salem school system has an excellent system of volunteer recruitment under the direction of Kay Shields, volunteer coordinator.

UPDATE: Winston-Salem-Forsyth Co. Competency-Based Training

The fall sequence of the Winston-Salem/Forsyth County Competency Based Training Program has included a minimum of sixty participants in each session. A significant feature of this site has been the cooperation between the Special Education Department and the Elementary Education Department in developing individualized programs for handicapped kindergarten children. Ginger Keller, EMH, TMA, SPH Coordinator and Jean Watson, Title I Supervisor, have coordinated these efforts with the Chapel Hill Outreach staff. Monthly visits by Outreach staff to each target school began in October, 1981 and will continue through April, 1982. Jeanne James is training the volunteers in each school on writing objectives for individualized programs for selected kindergarten children. Randy F. Granovetter and Toby K. Hurtado are also working in the classrooms with demonstrating the use of the Revised LAP and the LAP-D with targeted kindergarten students.

The Chapel Hill Training-Outreach staff would like to thank the principals, teachers, and volunteers of Forest Park Elementary School, Latham Elementary School, Oak Summit Elementary School, Union Cross Elementary School, and Konnoak Elementary School for the positive response to this initial training thrust.

New Materials, Products and Ideas Presented

Head Start Conference In Atlanta

The annual Fall Conference for the Region IV Network For Services To The Handicapped In Head Start was held in Atlanta, October 27th through the 29th, 1981. Fifty-five participants, including Specially-Funded Coordinators as well as personnel from State Training Offices, and other Head Start personnel, attended the conference.

John Jordan, Director of Region IV Administration for Children, Youth and Families (ACYF), presented the opening address. Also present from the ACYF Regional Office were Bill Sadler, Chief of the Head Start Bureau, to provide Region IV update, and Jim Shelton, Handicap Specialist, to moderate the opening session.

Sessions for the conference were rated very informative and well-received by the conference participants. Joe Cunningham, Director of the Nashville RAP, presented an overview of Regional Intervention Program (RIP). This is a nationally recognized parent-implemented program for preschool handicapped children and their parents. Judy DeSalvo, from Riverside Good Council, Covington, Kentucky, gave a very inspiring talk entitled "Involvement of Families of the Handicapped," which was ranked as the highlight of the conference for many participants.

Chapel Hill staff presented their new training package, "New Friends", which includes a set of dolls designed especially to familiarize and sensitize preschool children to handicapping conditions and individual differences. This training package will be completed in the spring of 1982.

Mike Mathers, Media Coordinator for the Chapel Hill Project, presented two new slide/tape programs.

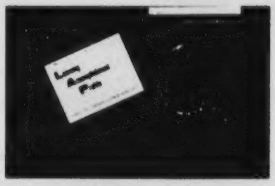
"The Process of Collaboration" presents a rationale for Head Start Collaboration with all local institutions (and particularly the Local Education Agency) which share the common goal of providing services to children with handicaps and their families. Several areas of potential collaboration are discussed. Collaboration for the transition of handicapped children from Head Start to the LEA is vital if the child and the child's family are to experience a smooth entry into the public school system.

The second slide/tape program was produced by the Outreach Project specifically for use by Specially-Funded Programs in Region IV Head Start. "The Role of the Specially-Funded Coordinator" is a 10-minute discussion of the historical need for training and technical assistance in the effort to find and serve handicapped children and their families.

Each program is available for purchase from the Chapel Hill Project ($45 for "Process of Collaboration and $30 for "Role of the Specially-Funded Coordinator").

OSE Name Change

The name of the Office of Special Education (OSE) has been officially changed to Special Education Programs (SEP). This change has been brought about as a result of the restructuring of the total Education Department.



The newly Revised Edition of the Learning Accomplishment Profile is available from Kaplan Press - 600 Jonestown Road, Winston-Salem, North Carolina 27103, for $4.50 each. A sample brochure of the Revised LAP is enclosed.

Assessment Conference Planned

Kaplan Press and the Chapel Hill Outreach Project have joined forces to present a two day LAP Assessment Conference on March 4th and 5th at the Hyatt House Hotel, in Winston-Salem, North Carolina.

The conference will feature training in the use of the Early LAP, the Revised LAP, the LAP-Screen and the Diagnostic Edition of the Learning Accomplishment Profile. Participants will also be given training in the use of correlated materials to the LAP such as: The Curriculum Planning Guide, Learning Activities, Planning Guide for the Gifted Preschooler and the Individual Educational Plan for the D-LAP. Each participant that attends will receive a Certificate of Achievement from Chapel Hill.

Participants are being offered two registration plan. Plan I is a $275.00 package that includes 2 nights at the Hyatt House, dinner on March 4th, 2 days of conference training, copies of each LAP and scoring booklets, and transportation to and from the airport. Plan II is two days of training and the LAP books and scoring materials at a total cost of $150.00. No rooms, meals, or transportation are included in Plan II.

Registration must be accompanied by a check of $50.00 to Kaplan Press (no later than February 18), P.O. Box 15027, Winston-Salem, North Carolina 27103.

Project Outreach Consultants, Randy Friedman-Granovetter, and Julia Williams and Rebecca McKee, Child Development Consultant with Kaplan Press will present the training. Anne Sanford will be available to the conference on March 4th. A reception prior to the dinner will be held in order for all participants to have a chance to chat with Anne in an informal atmosphere.

Questions pertaining to the conference should be addressed to Rebecca McKee, at Kaplan Press. Interested parties may contact Rebecca at Kaplan's Toll Free Number, 1-800-334-2014 or 1-800-334-2015; in North Carolina, 1-800-642-0610.

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CHAPEL HILL TRAINING-OUTREACH PROJECT

WINTER 1982

the OUTREACH

TO HELP THEM UNDERSTAND INDIVIDUAL DIFFERENCES, CHILDREN SAY

"HELLO, NEW FRIENDS!"

With the significant increase in the number of handicapped youngsters who currently are being mainstreamed with non-handicapped peers, professionals are aware of a growing need for effective communication which will dispel myths and stereotypes usually associated with various handicapping conditions.

In response to this need, the Chapel Hill Project has conducted a number of workshops designed to facilitate the communication of accurate information to non-handicapped peers, teachers, parents, and siblings of the disabled youngster.

Entitled "New Friends", the workshop capitalizes on the potential strengths of interaction with handicapped dolls to stimulate uninhibited questioning and expressions of concern regarding a disabling condition.

Continued on Next Page

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Although the workshop package is still in a developmental stage, the enthusiastic response from colleagues and parents in the field has stimulated a variety of issues and methods for consideration in creating meaningful dialogue on specific handicaps.

The experimental use of the "New Friends" training package has generated goals which may meet the unique needs of a specific setting or population. Some agencies have conducted a doll production workshop for parents which served as a forum for group discussion of various handicapping conditions.

"New Friends" have also assisted in preparing a child and his peers for sessions with a therapist. The non-threatening dialogue with "New Friends" can clarify many distortions which may have developed because of incomplete or inaccurate information. The professional literature documents that children do have unexpressed concerns. The failure to create opportunity for discussion of these can be interpreted as denial and may generate confusion for the child with unanswered fears or concerns.

Use of simulation activities, role-playing, educational units, and visits by handicapped adults have supplemented the use of the dolls in facilitating open and stress-free communication in the classroom.

A variety of resources have been utilized in actual production of the dolls, including: scouts, church groups, vocational rehab students, parents, the Association for Retarded Citizens, home economics classes, and foster grandparents.

The training package includes patterns and instructions for making the dolls and suggestions for accessories such as hair and facial features. Used child-size clothing have provided creative and inexpensive opportunities for developing a wardrobe which stimulates imaginative play.

The use of props such as glasses, braces, hearing aids, and white canes have facilitated the development of healthy attitudes toward individual differences.

The Chapel Hill Project solicits information on materials, research, and other training resources which can be shared with other colleagues. Feedback from collaborating agencies on personal experiences, effective strategies, and problems in the training process is considered vital to the development of this product. Please send any information on this topic to:

Shelley Heekin
"New Friends" Coordinator
Chapel Hill Outreach Project
Lincoln Center
Chapel Hill, North Carolina 27514

DEC Members Meet With Congressmen

On December 8, the Division for Early Childhood of the Council for Exceptional Children, sponsored a coffee for members of Congress and their aides in the Rayburn House Office Building in the United States House of Representatives. The goals of the coffee were: (1) to express appreciation to senators and representatives who have supported the federal role in education of the handicapped; and (2) to communicate the critical impact of early intervention for young disabled children. Several hundred DEC members and congressional leaders were present to discuss the efficacy of early childhood programs for the handicapped.

Anne Sanford, DEC President (left) and Octavia Knight, Professor of Special Education at N.C. Central University discuss educational programs for handicapped children with Congressman Ike Andrews of North Carolina.

KIK: Innovation For Parent Involvement

In a mountainous and rural county, one of the Kentucky Individualized Kindergarten (KIK) sites has been resourceful in using a variety of strategies for securing parent involvement in the kindergarten children's educational process.

During the first year of Jackson County's participation in the KIK program, the newly-employed itinerant teacher made home visits to each child who was identified as a high risk. Over mountain roads and often by foot, she contacted the families, secured useful information for planning the child's program, and also solicited the parents' interest.

Since the mountainous roads and snowy weather often make it necessary to close school during January and February, the three kindergarten teachers, Fred Tilsley, Joyce Maiden and Carolyn Rhodus made "snow packets" of materials for parents to use at home with their children during those days. These were distributed to families before Christmas to be held in readiness for the snowbound days.

Because transportation for field trips was a problem, this KIK program imported parents to do "field trips" to the classroom. Parents brought in artifacts,

Continued on Next Page

Dear Colleague:

The Chapel Hill Project is in the process of revising our publication, the Planning Guide to the Preschool Curriculum. In the new revision, we intend to eliminate some activities and add new material for each unit.

Because many of you have demonstrated unique skills in the development of such creative supplementary activities, we seek your support in this revision. At the end of each unit we plan to include a page of "Enrichment Activities." All new ideas which are included in this section will be credited to the person who submits them.

We feel that this is an excellent means of sharing creative curriculum for a correlated day.

It is not necessary to submit your ideas in a type-written format. Just xerox some of your lesson plans or curriculum notes.

We are very anxious to produce a valuable resource for curriculum development and we hope that you will share in this endeavor. Remember, if your ideas are included in the publication, your name and agency will be cited.

We hope to hear from you!

Sincerely,

Anne

Anne R. Sanford
Director
Chapel Hill Training-
Outreach Project

Personnel Prep Sponsors Prevoc. Worksho

The Chapel Hill Training-Outreach Project sponsored a Prevocational Workshop on January 29, 1982. Randy Friedman-Granovetter, Coordinator of the Personnel Preparation Grant, presented Rae Levine, Prevocational Teacher from the Program for Autistic Children (PAS) in Nashville, Tennessee, and Tony Dalton from the Developmental Disability Technical Institute (DDTI) in Chapel Hill, North Carolina.

Rae Levine demonstrated how to set up a prevocational workshop for severely-handicapped students in a classroom setting. In a discussion on task analysis, she illustrated how to break down each prevocational task to fit the student's level of performance, and how to record each student's progress. Her enthusiasm about her work and the importance of a well-structured prevocational workshop were reflected in her excellent evaluations by the workshop participants.

Tony Dalton discussed the pre-requisite skills needed to enter a sheltered workshop, a work activity center, a day activity center, and competitive employment. Tony showed slides of tasks from different workshops he had visited. This presentation strengthened the importance of emphasizing prevocational workshops in the classroom.

Fifty people attended this workshop representing the following programs:

Tammy Lynn Center, Raleigh, N.C.
Winston-Salem/Forsyth County Autistic Adolescent Program
Southern Pines Autistic Classroom
Developmental Center, Monroe, N.C.
Happy Times School, Burlington, N.C.
Adult Developmental LD Unit, Haw River, N.C.
Physically Handicapped Program, High Point, N.C.
Occupational Therapist Consultant, Randolph City, Burlington City, and Alamance City Schools
St. Marks Developmental Center, Charlotte, N.C.
McIver School, Greensboro, N.C.
T.C. Berrien Elementary, Fayetteville, N.C.
Carver Elementary School, Henderson, N.C.
L.B. Yancy School, Henderson, N.C.
Raleigh TEACCH Classroom

Rae Levine

Continued From Previous Page

samples and activities relative to their hobbies or vocations. Once a week a parent would spend a brief session with a class demonstrating cake decorating, exercises, dances, fingerprinting by the policeman, flower arranging, and woodworking. Children glowed with pride as their parents led the class in various activities.

The Jackson County Schools have recently applied for a grant to fund yet another means of involving parents. This plan would have the kindergarten teachers make a tape each week describing the unit topic and activities which parents can use at home to enhance the child's learning. The tape would be heard by dialing the Jackson County School System office after working hours. Children will be encouraged to get their parents to listen to the weekly tape.

Parent involvement is an important facet of the KIK program and this school system has shown that persistence and creativity can make parents, even in remote areas, feel like a part of the activity.

Chapel Hill Model Featured at International Symposium

Representatives from twelve third-world countries attended an International Symposium on Services for Young Disabled Children in Washington, D.C. during the week of December 5. Co-sponsored by the Naional Institute of Handicapped Research and UNESCO, the symposium featured American HCEEP models which have experienced successful international adaptation. The Chapel Hill model of assessment, curriculum, family and multi-media training programs was presented by Anne Sanford for examination and discussion.

Following the Washington symposium, the Egyptian representative, Dr. Mohie Hussein, was a guest of the Chapel Hill Project to observe demonstration services and to present the printed Arabic version of the LAP-D to the project staff.

Anne Sanford introduces Dr. Hussein to CHIP Class.

Shelton Transferred To Children's Bureau

The recent reorganization in the Region IV Administration for Children, Youth and Families has resulted in a critical change for the Region IV eight-state network of Head Start services to the handicapped. James L. Shelton, who has served as the Region IV Handicap Specialist since 1973, has been transferred to the Children's Bureau where he will serve as Director of the Youth Development Program.

During his tenure of energetic and creative leadership, Jim Shelton developed a regional system for services to the handicapped which became a model for replication in other ACYF regions.

His remarkable knowledge of network personnel, personal commitment to effective services, and consistent responsiveness to needs throughout the eight states of Region IV were always communicated with delightful humor and genuine care for children.

Jim's many friends extend warm wishes for happiness and success in his new role.

James L. Shelton

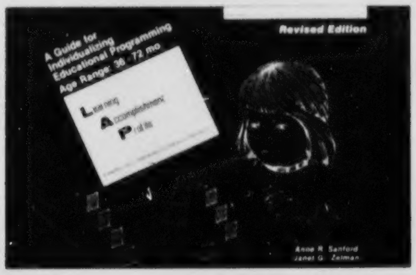
OUTREACH MEDIA

New Slide-Tape On Revised LAP Available

The Chapel Hill Training-Outreach Project has just completed a slide/tape training program which introduces the Revised LAP (Learning Accomplishment Profile) to early childhood educators.

Originally published in 1970, the LAP is designed to provide teachers and parents with a systematic method for observing and assessing the existing skills of the young handicapped child. And, because it effectively measures the skill development of any child, the LAP is widely used with non-handicapped children as well.

A completely revised version of the LAP was published by Kaplan Press of Winston-Salem, North Carolina in the Spring of 1981. This revision is based on feedback generated during a decade of use in hundreds of preschool and other developmental programs serving children who function in the birth through 6-year age range.



While the Revised LAP includes a few of its 370 behavioral items below the 36 month level, its primary focus is in the developmental range of 36 through 72 months.

For children functioning in the 0 to 36 month range, the Early LAP is recommended. The Early LAP is also published by Kaplan Press.

The 14-minute slide/tape program is intended for use with early childhood educators, paraprofessionals and administrators. It is available from the Chapel Hill Project for $45.00.

Another slide/tape program, currently in production, is the LAP-D Screen, which was developed by the Chapel Hill Project and the Kentucky Bureau of Education for Exceptional Children. Use of this 17 item screening instrument can validly predict a child's performance on the full LAP-D in 92% of the cases tested. The instrument examines performance in Fine Motor, Gross Motor, Cognitive Counting, and Language. It takes about 15 minutes to administer.

The purpose of this slide/tape program is to present the concept of developmental screening to public school teachers and administrators and to demonstrate how the LAP-D Screen can be used in this important work.

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"RAPs Will Be Continued!"

In an address before the Annual Spring Conference of Handicap Services in Region IV Head Start, Lucy Biggs, Associate Commissioner, ACYF, stated that the "RAPs will be continued!" An audience of Specially-Funded Coordinators, Head Start Directors, and others in the Region IV network applauded this confirmation.

This means that the current national network of 15 Resource Access Projects will continue indefinitely to assist Head Start in its effort to provide services to handicapped children and their families.

Current RAP goals for Head Start include:

- Identify local, regional and national resources;
- Determine local Head Start needs and match these needs with available resources;
- Coordinate the delivery of services to Head Start programs;
- Provide training and technical assistance;
- Promote and facilitate collaborative efforts between Head Start and other agencies;
- Provide resource materials to Head Start grantees.

Formerly the Director of the Tennessee State Training Office, Ms. Biggs shared several concerns in her address:

- We must prepare all the children for mainstreaming, not just the handicapped child if we are to expect positive interaction among them;
- Research on Fetal Alcohol Syndrome should not be limited to Native American population;

Continued on next page

"RAPs Will Be Continued!"

- We must be more sensitive to the needs of the parents of handicapped children;
- Linkages between Head Start and the private sector continue to increase in importance. We should initiate linkage and also initiate public relations for private groups which help Head Start. This will motivate others to do the same;
- We need a better tracking system for recording what happens to Head Start students when they leave the program.

Ms. Biggs ended her address with a quote from Dorcas Hardy, Assistant Secretary for Human Development Services:

> "The Reagan administration has a continuing committment to focus attention on national problems such as child abuse and inappropriate placement of children in institutional care.
>
> "We will continue to support effective developmental programs for children such as Head Start, the special needs of the elderly, the developmentally delayed, and Indian population."

Pam Coughlin Honored

At the annual meeting of the Division for Early Childhood (DEC) of the Council for Exceptional Children held in Houston, Texas, Pamela A. Coughlin of ACYF was presented an award for distinguished service by Anne R. Sanford, President of D.E.C.

Eight years ago, during a period when interagency collaboration was only a wishful dream of federal administrators, Pam Coughlin, of what was then known as OCD, and Jane DeWeerd, of the HCEEP of the Office of Education, joined together in developing a series of OCD-BEH plans for interagency collaboration to recruit, serve, and mainstream preschool handicapped children in Head Start. From the initial nucleous of six such collaboratively funded programs, grew the national network of fifteen Resource Access Projects. Before her promotion to Associate Deputy Commissioner for Management, Dr. Coughlin served as Project Officer for the RAP network, which is designed to access resources for Head Start in its thrust to provide optimal services to young handicapped children and their families.

Pam Coughlin's refreshingly effective leadership in the demanding bureaucratic world, has stimulated the admiration and respect of her colleagues and of advocates for young children with special needs throughout the country.

Dr. Pam Coughlin

DEPARTMENT OF PERSONNEL PREPARATION

D.P.P. News

Randy and Jeanne

D.P.P. SUPPORTS EARLY SCREENING

The Chapel Hill-Carrboro City School System recently received an Early Childhood Incentive Grant to locate and screen rising kindergarten children in day care centers who have special needs. Nathalie Harrison, Director of the Department of Exceptional Children and Pupil Services for the school system, states the objectives are to locate, screen and test the children and to write individual early intervention plans for high risk youngsters. The program is designed to enhance the education of these special needs children and to close the gap between their current level of functioning and the skills needed for kindergarten success.

Since the school system uses the Learning Accomplishment Profile - Diagnostic Edition (LAP-D) screen for all incoming kindergarteners, with a follow-up testing with the full LAP-D for those targeted by the screen, the same procedure will be followed with this child-find program. In addition, the IEP format chosen is the newly developed LAP-D IEP form.

Janet Anderson was hired by the Chapel Hill-Carrboro City Schools, and, with the cooperation of Nathalie Harrison, received training on all LAP instruments by Jeanne James and Randy Granovetter of the Personnel Preparation Grant. Janet had previously taken the D.P.P. Competency-Based Training Course when it was offered in Chapel Hill.

This Outreach Project collaboration with the Chapel Hill-Carrboro City Schools supports on-going efforts in early identification and intervention with special needs children.

D.P.P. TRAINS COLLEGE VOLUNTEERS

Jeanne James, of the S.E.R.V.E. Program, recently trained students in Dr. Dorothy Russell's class in Educational Psychology at Salem College in Winston-Salem. The students were preparing to work in two of the elementary schools in the Winston-Salem/Forsyth County System.

Following the training sessions on the Learning Accomplishment Profile - Diagnostic Edition (LAP-D) and the development of prescriptive programs, each college intern received follow-up supervisory visits by Jeanne James and Randy Granovetter. Two hours of weekly volunteer tutoring were provided by each intern in the Forest Park or Latham Elementary Schools. High risk kindergarten children who have been identified through the school system's screening and testing program are targets for the tutorial prescriptive services.

D.P.P. FUNDING CONTINUES

Surviving serious federal budget cutting, Department of Personnel Preparation (DPP) staffers, Randy Granovetter and Jeanne James will continue to offer limited training and other services in North Carolina.

KIK Programs Exchange Ideas for Parent Involvement

Successful ideas for parent involvement have been shared by the model KIK sites in Kentucky. Various programs have submitted the best facets of their activities for working with families. These have been compiled into a PACKET (Parent Activities to Create KIK Education Teams).

Use of parents in screening, Christmas performances, parents as volunteers in the classroom, parents in an adaptive physical education program, group meetings, exchange ideas, communication packets for parents, orientation meetings, parent to parent contacts, use of movies, and telephone tapes, plus many other ideas are described in the PACKET. A bibliography of current and useful printed materials for parent programs is also included. These packets have been mailed to all KIK programs in Kentucky.

OTHER OUTREACH ACTIVITIES

April 12-16, 1982 - Houston, Texas

Project Director presided at National DEC meetings, met with Mrs. Jean Tufts on behalf of early childhood education for the handicapped, and was CEC program presenter in session on Assessment.

May 12-14, 1982 - Atlanta, Georgia

For the eight-state conference of the Region IV Network of Services to the Handicapped in Head Start, the Outreach Project Director planned the agenda, supervised the implementation, assisted with media development and moderated sessions.

May 21, 1982 - Indianapolis, Indiana

The Project Director led a half-day training session on Chapel Hill materials at the Indiana DEC state-wide conference.

May 27, 1982 - Chapel Hill, N.C.

The Outreach Project Director addressed a luncheon honoring the thirty volunteers who were trained and supervised by Outreach staff to provide individualized tutoring to kindergarten children with special needs.

February 11, 1982 - WCHL Radio Station Chapel Hill, N.C.

Presentation to a meeting of Chapel Hill Community leaders on the Efficacy of Early Intervention

February 19, 1982 - Raleigh, N.C.

The Project Director met with Mrs. Jo Fabrizio, Director of the West Raleigh Presbyterian Children's Day Care Center, to provide technical assistance and materials for assessment and individual programming for children enrolled in the program.

February 24, 1982 - Atlanta, Georgia

Presentation to approximately 12 members of the RAP Advisory Board who represent the various collaborating agencies from North Carolina, South Carolina, Georgia, and Florida.

March 16, 1982 - Raleigh, N.C.

Presentation at TADS Mainstreaming Conference. Assisted with development of agenda and recommended names of persons to participate on planning committee.

March 19, 1982 - Dover, Delaware

Project Director served as major presenter at CEC Early Childhood Conference. 120 persons attended the all-day meeting on the Revised LAP and Early LAP.

April 1-2, 1982 - Kearney, Nebraska

Project Director was keynote speaker and trainer on the Revised LAP and Early LAP for early childhood conference sponsored by Nebraska State Department of Education and the Region VI Resource Access Project.

The Home Stretch:

Home Activities for Young Children

By Dorothy P. Cansler
Illustrated By Sue Rusciano

This new publication provides 44 units of home activities. Each 2-page unit topic has 5-7 suggested activities that will provide gross motor, fine motor and cognitive stimulation for the child at home. More importantly, it will facilitate parents sharing enjoyable activities with their child. Attractive illustrations and diagrams make the units eye catching. While the units are correlated with A Planning Guide to the Preschool Curriculum, the book can be easily used independently by parents or staff. Pages are designed to be duplicated for handouts to parents. Additionally, each unit lists suggested books that relate to the unit topic.

Activities have been chosen to cover varied needs of the growing child. Attention has also been given to inclusion of ideas that require inexpensive items or ones commonly found in the home.

Some unit topics included are: Body Parts, Family Members, Fall, Clothing, Halloween, Pets, Musical Instruments, Toys, Winter, Fruits, Valentines, Circus, Spring, Animals, Birds, Vegetables, Camping, Farm and lots more.

The Home Stretch is scheduled for publication by July, 1982. For further information write or call:

Kaplan Press
P.O. Box 5128
Winston-Salem, N.C. 27113

Rebecca McKee, long-time child advocate and LAP trainer, announces plans to conduct LAP workshops for preschool, public school and Head Start personnel.

Workshops include:

1. Individual Educational Planning Based on LAP Results
2. Curriculum Development for Correlated Day Teaching
3. Learning Activities for Skill Strengthening
4. Opportunities for Simulated Parent Conferences

Programs that are interested in the LAP workshops should contact the Chapel Hill Outreach Project or Kaplan Press, P.O. Box 5128, Winston-Salem, North Carolina 27113.

OUTREACH MEDIA

New Slide-Tape On Mainstreaming

"Models for Mainstreaming" is the title of a new 15-minute slide tape program produced recently by the Chapel Hill Project. This program is the result of a photographic tour through the state of Kentucky by Mike Mathers, Media Coordinator of the Chapel Hill Project and Mimi Rush of the Kentucky Department of Education. Stops were made at three excellent and innovative KIK Project classrooms in Berea, Elizabethtown, and Madisonville.

The presentation begins with a brief discussion of some characteristics which are shared among successful mainstreaming programs, generally. The list includes:

1. Planning and Preparation
2. Recruitment and Screening
3. Professional Diagnosis and Evaluation
4. Parental Involvement
5. The IEP Process
6. Placement in the Least Restrictive Environment
7. Individualized Instruction
8. Classroom Assessment
9. Interagency Collaboration
10. Documentation

Next we visit each of the programs mentioned: Madisonville with its flexible afternoon mainstreaming approach and strong parent support system; Elizabethtown with its adjoining classroom/resource room (which becomes one large room at some point each day); and Berea, another excellent, fully-integrated mainstreaming program.

A script of the presentation will be sent on request. Slides and tape may be purchased for $55.00 from the Chapel Hill Project.

More New Friends

The "New Friends" program, which was recently inaugurated by the Chapel Hill Project (see previous issue) is the subject of a second new slide-tape program.

The purpose of the New Friends approach is to help children and adults understand and accept individual differences. A rationale for the concept is offered and the process of making the dolls and using them with children in the classroom is demonstrated.

A Teacher's Manual for the New Friends curriculum will be made available soon.

This 10-minute slide-tape program is available for $40.00 from the Chapel Hill Project; script is also available on request.

CHAPEL HILL TRAINING-OUTREACH PROJECT

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Chapel Hill, North Carolina 27514
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